DOCUMENT RESUME

ED 281 579 JC 870 191

AUTHOR	Donovan, Richard A., Ed.; And Others
TITLE	Transfer: Making It Work. A Community College Report.
INSTITUTION	American Association of Community and Junior Colleges, Washington, D.C.; Networks, Bronx Community Coll., N.Y.
SPONS AGENCY	Ford Foundation, New York, N.Y.
REPORT NO	ISBN-0-87117-167-8
PUB DATE	87
NOTE	75p.
AVAILABLE FROM	AACJC Publications, 80 South Early St., Alexandria, VA 22304 ($9.40 members; $12.50 non-members).
PUB TYPE	Reports - Descriptive (141) -- Books (010)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Articulation (Education); *College School Cooperation; College Transfer Students; Community Colleges; Cooperative Programs; Followup Studies; *Intercollegiate Cooperation; Minority Groups; Postsecondary Education; Program Descriptions; *Student Personnel Services; *Transfer Programs; Two Year Colleges; Two Year College Students; *Urban Education
IDENTIFIERS	*Urban Community Coll Transfer Opportunities Prog

ABSTRACT

In 1983, the Ford Foundation funded a two-part project, the Urban Community College Transfer Opportunities Project (UCC/TOP), designed to improve the transfer process from the community college to the four-year institution for urban minority students. Through partnership efforts with secondary schools and four-year colleges and universities, the 23 UCC/TOP colleges developed and implemented a wide variety of programs to enhance the transfer success of targeted groups. This monograph contains: (1) an overview of the UCC/TOP project; (2) recommendations based on the experiences of the participating institutions with respect to productive collaboration between two- and four-year colleges, two-year college and high school cooperation, student follow-up and data collection, improving the academic environment, and increasing the responsiveness of student services; (3) descriptions of the projects undertaken at each institution (Bronx Community College, Hostos Community College, and LaGuardia Community College in New York; Community College of Baltimore in Maryland; Community College of Philadelphia in Pennsylvania; Compton Community College, Laney College, four Los Angeles Community College District campuses, Sacramento City College, and San Diego City College in California; Cuyahoga Community College in Ohio; Highland Park Community College in Michigan; Honolulu Community College in Hawaii; the Houston Community College System in Texas; J. Sargeant Reynolds Community College in Virginia; Lawson State Community College in Alabama; Miami-Dade Community College, North Campus, in Florida; Roxbury Community College in Massachusetts; South Mountain Community College in Arizona; and State Community College in Illinois); and (4) an afterword by Alison Bernstein, program officer from the Ford Foundation. (AYC)

Transfer: Making it Work

A Community College Report

ED281579

JC 870 191

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

J. GOLLATTSCHECK

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)." 2

Edited by
Richard A. Donovan
Barbara Schaier-Peleg
Bruce Forer

This publication of the American Association of Community and Junior Colleges is the result of a grant to Networks, Bronx Community College from the Ford Foundation for work on the Urban Community College Transfer Opportunities Program.

American Association of
Community and Junior Colleges
National Center for Higher Education
One Dupont Circle, Suite 410
Washington, DC 20036
(202) 293-7050

First Printing
Copyright 1987
Printed in the United States
ISBN 0-87117-167-8

3

Table of Contents

PREFACE vi

INTRODUCTION 1

RECOMMENDATIONS

Closing the Gap: Productive Collaboration Between Two and Four-Year Colleges 7

Building Bridges: Two-Year College and Secondary School Collaboration 13

Finding Out: Student Follow-Up and Data Collection 19

Asking More: Improving the Academic Environment 27

Reaching Out: Responsive Student Services 37

PROGRAM DESCRIPTIONS

Bronx Community College 47

Community College of Baltimore 48

Community College of Philadelphia 49

Compton Community College 50

Cuyahoga Community College 51

Highland Park Community College 52

Honolulu Community College 53

Hostos Community College 54

Houston Community College 55

J. Sargeant Reynolds Community College 56

LaGuardia Community College 57

Laney College 58

Lawson State Community College 59

Los Angeles City College 60

Los Angeles Harbor College 61

Los Angeles Mission College 62

Miami-Dade Community College 63

Roxbury Community College 64

Sacramento City College 65

San Diego City College 66

South Mountain Community College 67

State Community College 68

West Los Angeles College 69

AFTERWORD 71

Acknowledgements

In any collaborative enterprise such as this, acknowledgements are particularly crucial. Our colleagues at the UCC/TOP colleges contributed the material for this report. Without their active and ongoing participation in the discussions, writing, and editing, there simply would have been no book.

We are particularly in debt to the following individuals: Jo-Ann Graham, Evelyn Kish, Carl Polowyczyk, and Louise Squitieri, Bronx Community College; James Brazil and Stanley Mazer, Community College of Baltimore; Dennis McGrath, Martin Spear, and Aram Terzian, Community College of Philadelphia; Carmela Aguilar and Adolfo Bermeo, Compton Community College; Mary Lou Conlin and Curtis Jefferson, Cuyahoga Community College; Carolyn Williams, Highland Park Community College; Valerie Evans, Sarah Miyahira, and Sandra Sakaguchi, Honolulu Community College; Renee Berger, David Gomez, and Aida Ortiz-Ruiz, Hostos Community College; Norma Perez and Katherine Tyra, Houston Community College System; Arthur Dixon, Josephine Holcase, Henry Rhone, and Betsy Woolf, J. Sargeant Reynolds Community College; Sheila Gordon, Janet Lieberman, and Max Rodriguez, LaGuardia Community College; and Milton Shimabukuru, Laney College.

Other UCC/TOP colleagues who warrant our thanks are Gloria Walker, Lawson State Community College; Toni Forsyth, Jackie Ireland, and Peter Sotiriou, Los Angeles City College; Del Anderson and Jean Marton, Los Angeles Harbor College; David Follosco, Horacio Fonseca, and Gwendolyn Walker, Los Angeles Mission College; Marcia Belcher, Ernestine Cole, Colleen Fix-Huff, John Greb, Max Lombard, and John Losak, Miami-Dade Community College; Anne-Marie McCartan and Kyrsis Rodriguez, Roxbury Community College; Barry Tucker, Sacramento City College; Mary Decker and Judy Stamm, San Diego City College; Kenneth Roberts and Elizabeth Warren, South Mountain Community College; Ruth Claybourne, State Community College; and Robert Williams, West Los Angeles City College.

Other colleagues not affiliated with the UCC/TOP colleges contributed generously as well: Terry O'Banion, League for Innovation in the Community

College; Fred Kintzer, University of California, Los Angeles; George Ayers, Chicago State University. Wallace Appelson, Truman College and Marilyn Appelson, Oakton Community College joined the consortium during its deliberations and offered pertinent recommendations. William Trent, University of Illinois, Champaign-Urbana and Michael Nettles, Educational Testing Service helped us understand and document the problems of minority attrition. Richard Richardson, Arizona State University; Estela Bensimon, Teachers College, Columbia University; Ron Horvath, Jefferson Community College; Dorothy Knoell, California Postsecondary Education Commission; and Arthur Cohen and Florence Brawer of the Center for the Study of the Community College have been with the consortium and have provided valuable guidance.

Closer to home, we are grateful to Alison Bernstein, our insightful program officer at the Ford Foundation. We thank the writer, Susan Fawcett, for generously critiquing parts of the manuscript. We are indebted to and jealous of our secretary, Ann Kanganis, who prepared most of this manuscript and is now relishing early retirement splendor in Patras, Greece. And we thank Maria Rivera, our indefatigable student aide, who helped us in numerous ways.

Preface

The American Association of Community and Junior Colleges (AACJC) is pleased to publish this important book on making the transfer process from community, technical, and junior colleges to four-year colleges and universities work.

The Urban Community College Transfer Opportunities Program (UCC/TOP), funded as a two-part project by the Ford Foundation in 1983, involved 23 urban community colleges during phase one. These colleges were committed to improving the transfer process from the community college to the four-year college or university for urban minority students.

Through partnership efforts with secondary schools and four-year colleges and universities, urban community colleges developed and implemented a wide variety of programs to enhance the transfer success of the target population. This book details the transfer efforts at each of the 23 colleges involved in phase one.

The 1987 AACJC Public Policy Agenda states that the improved transfer success of community, technical, and junior college students is a top priority. The Association continues to emphasize the critical importance of effective partnerships with secondary schools and four-year institutions as a way to ensure educational excellence. The Public Policy Agenda also focuses priority attention on the vital role of community, technical, and junior colleges in serving at-risk populations, including urban and minority students.

The community, technical, and junior colleges have a long history of being the only institutions of higher education offering open door "opportunity with excellence." Community college doors are open to any individual who has a sincere desire to better him or herself through higher education.

Because of this commitment to access and excellence, community colleges have traditionally attracted students who are not adequately prepared for college-level work, who are concerned with the cost of a college education, or who are first-generation college students.

It is a top community college priority to assist those at-risk students who seek to transfer and complete a baccalaureate degree. This book offers excellent examples of how 23 community, technical, and junior colleges have made the transfer process work...and recommendations on how the transfer success rate of urban minority students can be improved.

Dale Parnell
President and Chief Executive Officer
AACJC

Introduction

The expanded access programs that proliferated in higher education during the 1970s were successful in creating a more ethnically and economically mixed student body. The majority of these new students—minority, low-income, less academically prepared—were attracted to the urban two-year colleges. Educational planners hoped that many of these students would eventually transfer to four-year colleges and complete baccalaureate degrees.

To respond more effectively to this changing student body, community colleges needed to re-evaluate their transfer programs. But community colleges became temporarily distracted by the heavy emphasis on compensatory and career programs in the late 1960s and 1970s. Most two-year colleges, flooded with large numbers of underprepared students, were concentrating on developmental programs to prepare these students for college-level work. At the same time, these colleges were expanding the vocational curricula that had attracted many new students to postsecondary education. The four-year colleges, for their part, seemed to assume that capable transfer students would arrive one way or another.

The statistics, however, tell another story. Although many minority students who graduate from high school (or receive equivalency diplomas), enroll in two-year colleges, black and Hispanic students simply do not transfer to senior colleges and universities in the same percentages as do white students. While about 25 percent of community college students are minorities—and the percentage is significantly higher at urban community colleges—minorities constitute barely 10 percent of the four-year college population.

Why have urban minority students fared so poorly? What can be done to help more of these students transfer and complete their baccalaureates? In seeking answers to questions that community colleges were already asking in September 1983, the Ford Foundation established the Urban Community College Transfer Opportunities Program (UCC/TOP) to improve transfer programs nationally.

UCC/TOP is a program designed to help urban community colleges strengthen their transfer programs. Originally, seventy-one colleges in forty-

eight cities with large minority populations were invited by the foundation to design programs that would enhance their students' chances of transferring to four-year institutions. Community colleges responded enthusiastically to this call and ultimately twenty-four community colleges in nineteen cities received grants of $25,000 to refine their own programs and to participate in a consortium of the funded colleges.

When Franklin Thomas, president of the Ford Foundation, announced the awards, he stressed academic quality as a key issue in the transfer process: "For large numbers of the disadvantaged, community colleges are the main entry points to higher education. This program was prompted by our conviction that academic quality is as important in two-year open-admissions colleges as it is in the better known four-year institutions.... Academic instruction has sometimes been neglected, as colleges have tried to provide their students with short-term, job-related training. By helping the colleges receiving awards... we hope that more of their students will be able to move through the higher education pipeline and obtain the baccalaureate degree."

When UCC/TOP began, Networks was asked by the foundation to coordinate the activities of the UCC/TOP colleges and to disseminate information about transfer initiatives both within the consortium and to the higher education community as a whole. We began this process through a series of working consortium meetings and continued these meetings throughout the project. At the outset, however, neither Networks nor the foundation knew exactly what direction or final shape the consortium's work would take.

What emerged was a two-phase project. In phase one, from 1983 to 1984, the consortium addressed logistical problems—the mechanics of improving transfer processes. Orientation programs were established; course equivalency guidelines were developed; transfer officers were appointed; transfer centers were opened; and degree checklists and computers were utilized to expedite transfer. Most of these programs were implemented fairly easily.

Later in phase one, the colleges began looking more closely at their data-gathering and retrieving mechanisms and at their academic programs. The former posed frustrating problems. First of all, the colleges learned that they do not gather comparable data. Different institutions define the transfer student differently. Is the transfer student one who transfers after one semester? One who begins at the university, returns briefly to the community college, and transfers again to the university? One who takes courses at the local community college and the university concurrently? Defining transfer students according to the number who take "transfer courses" and state their intention to transfer is also problematic since many more students say they intend to transfer than those who actually do so.

Furthermore, transfer students are hard to find. Few students take the ideal route of completing an associate program in two years and then transferring promptly to a four-year college. In reality, students often drop in and out of an institution, taking whatever courses suit them at the time with little or no pattern or prerequisites.

Given these various definitions of transfer, it is not surprising that the UCC/TOP colleges identified different groups of "transfer" students to concentrate upon. At one college, the target group would be advanced students with 3.0 averages, at another, entering liberal arts freshmen who did not require remediation and therefore were more likely to plan for transfer and to transfer successfully. Interestingly, in phase one, regardless of the primary target population, most colleges initiated at least some contact with the local secondary school system; they recognized that an effective long-range transfer program would be more effective if it responded to the needs of schools.

In the second phase of the grant, commencing in October 1984, five community colleges from among the twenty-four received a total of $1 million to undertake more comprehensive projects. Many of their efforts now focused on improving academic programs. Colleges in New York City, Philadelphia, Miami, Cleveland, and Phoenix worked to implement joint summer and academic-year programs with four-year institutions; to begin curriculum development projects with high schools; to expand their faculty development and honors programs; and to refine their data-gathering and research activities. Seventeen other institutions received small grants totaling approximately $75,000 to continue the work begun in phase one.

In the spring of 1985, a turning point occurred. The consortium had worked together for almost two years. We had shared our institutions' successes and failures; we had learned by visiting each others' programs. We realized that other practitioners might benefit from our combined insights into transfer. At a meeting of the consortium in San Diego, members agreed that we could in fact isolate specific transfer concerns and identify effective practices that are replicable. The result is this book.

During the summer of 1985, Networks circulated questions which seemed to be recurring throughout our work and formed working committees to draft answers. Eventually our findings took the shape of recommendations in five areas crucial to transfer, each one a section in the book:

- Collaboration between two- and four-year colleges
- Collaboration between two-year colleges and secondary schools
- Student follow-up and data collection
- Academic environment
- Student services.

We considered a sixth area, institutional leadership, which we knew was critical to any successful transfer program, but elaborating upon leadership proved to be a problem. Because we felt that it was not appropriate to cite individual presidents or administrators, we have incorporated these recommendations into other sections. However, no area is more important than institutional leadership. At most colleges the president sets the tone on campus, and strong support at the top usually mobilizes the forces below. If a president convenes a meeting to discuss collaboration with counterparts at four-year institutions or secondary schools, the message is clear. Similarly, if a president announces a new local policy—say, that six elective transfer courses at his or her

college will be offered during a semester regardless of enrollment, that, too, indicates that transfer is becoming an institutional priority. The absence of a discrete leadership section, then, in no way minimizes leadership.

The recommendations in this book represent the combined work of twenty-three community colleges as we sought to answer our own questions. Only a varied set of recommendations could possibly accommodate the diversity of the UCC/TOP colleges and practitioners. They reflect genuine collaborative effort and the confluence of opinion and insight.

The recommendations are based on our belief that transfer is important and that many two- and four-year colleges neglect it. A finding that is implicit in several of the recommendations and explicit in the work of the consortium is that community colleges can and do learn from one another. We have come to believe that there are practical steps that colleges can take to increase the flow of students—particularly minorities—from the community college to the four-year college or university. Alison Bernstein, our program officer at the Ford Foundation, has written an afterword stressing the practicality of the recommendations.

We hope that this book proves to be useful. In each of the five chapters previously discussed, we have included concrete examples that draw upon the experiences of our UCC/TOP colleagues. While many of the recommendations may seem obvious on the one hand or difficult to implement on the other, these examples demonstrate how the recommendations can work and may provide guidance to colleges wishing to implement them. To offer a fuller sense of the different transfer efforts, we have included a description of each UCC/TOP program.

Richard A. Donovan

Barbara Schaier-Peleg

Bruce Forer

Endorsements

We propose the following recommendations for most transfer programs. These recommendations have emerged both from our own experiences promoting transfer on our campuses and from extended discussions among members of the UCC/TOP consortium during the past three years.

Compton Community College

LaGuardia Community College

State Community College

Bronx Community College

Miami-Dade Community College

J. Sargeant Reynolds Community College

Cuyahoga Community College

Laney College

San Diego City College

Sacramento City College

Los Angeles City College

Lawson State Community College

Los Angeles Harbor College

Los Angeles Mission College

Community College of Baltimore

South Mountain Community College

Roxbury Community College

Highland Park Community College

Community College of Philadelphia

West Los Angeles Community College

Honolulu Community College

Houston Community College System

Closing the Gap:

Productive Collaboration Between Two- and Four-Year Colleges

Two- and four-year colleges have traditionally stood apart from one another. Senior colleges have largely been content to ignore what they see as their "junior" partners. They often suspect community college grades and question the wisdom of accepting two-year credits, particularly as these credits apply to a baccalaureate major. For their part, community and junior college faculty, realizing the multimission of their own institutions and sensitive to the academic pecking order, have been reluctant to approach their four-year counterparts.

As a result of this lack of communication, students wishing to transfer out of the community college are confronted with two largely unconnected systems. Even the best community college students, who fulfill all their college's requirements for an associate degree, find that the rules suddenly change once they enter the four-year college. Too frequently, students discover that the guidance they received at the community college was not always informed. This is not suprising since neither faculty nor counselors at a two-year college typically know precisely what courses count toward matriculation at even the major receiver institutions.

The articulation agreements on the books right now are not always helpful. If an articulation agreement exists, it has often not been developed by the faculty. A four-year institution, in theory, might accept a particular course for credit; a department, in practice, might not. In addition, four-year college

catalogs do not always keep up with a shifting departmental curriculum and changes in prerequisites. What is most disheartening is that students pay for this lack of collaboration by either being forced to repeat courses or by not being adequately prepared for upper level courses.

Until very recently, the time-consuming business of managing their own colleges preoccupied both sectors. Neither saw collaboration as a strong enough priority to justify the time and expense of implementing a major "bridge" program. As a result, students were left to negotiate a very frustrating and difficult system. The realities of transfer in the 80s certainly have emphasized the need to alter institutional priorities.

Recommendations

1. Key administrators and faculty from two- and four-year colleges should meet periodically to discuss curriculum, teaching strategies, and outcomes.

The Community College of Baltimore sees itself as a "bridge" institution between the secondary schools and the four-year colleges. In 1983 Baltimore administrators began systematically meeting with representatives from each of its four principal receiving institutions. The first meeting with each of the four-year colleges included the chief academic officer and other administrative staff. Plans for the follow-up meetings, involving faculty and support staff, were developed at this meeting. The second meeting included the academic vice-president, deans, department chairs, and support teams from both Baltimore and the four-year college. As a consequence of these first meetings, subgroups were established. An executive group handled transfer/articulation policies, an academic group made recommendations for the arts and science curriculum, and the support team identified the target population. The support team also made recommendations about admissions, financial aid, career and transfer advisement, and planned visits to the four-year campuses.

Faculty disciplinary meetings have been critical as well at LaGuardia Community College and Hostos Community College. At LaGuardia, faculty from the business department met periodically with their colleagues at Baruch College, the principal receiver institution for LaGuardia students anticipating a B.S. degree in business. Faculty shared syllabi, discussed entry and exit expectations, and generally tried to improve the curricular "fit" between the associate and baccalaureate programs.

At Hostos, a task force of liberal arts department chairs consulted with colleagues at three senior institutions to discuss the transferability of specific courses. Later, intercollege teams embarked upon the process of ensuring program to program congruence. Joint administrative meetings have yielded plans for collaborative orientation activities.

2. As part of a continuing process, articulation agreements should be developed by both faculty and administrators at participating institutions and should be communicated to all faculty, students, and counselors.

Viable articulation agreements can be developed in different ways, but faculty are always critical to the process. At Laney College, the articulation officer's principal responsibility is to convene meetings between departmental representatives at Laney and its four-year receiving institutions. The articulation officer must determine if Laney courses fulfill breadth and major requirements at receiver institutions. For example, since face-to-face meetings between biologists at Laney and California State University at Hayward are the best way to determine if the course materials and methods of science instruction are compatible, the articulation officer plays a vital role as a catalyst for these critical discussions. After agreements between the institutions have been reached, the articulation officer follows through to be certain that the information is conveyed to faculty, staff, and students.

Although the Community College of Philadelphia follows a similar articulation process in its discussions with nearby Temple University, it has introduced a different, "topdown" procedure in negotiating agreements with Pennsylvania State University and West Chester University—public colleges that do not normally attract Philadelphia transfer students. With these institutions, Philadelphia's UCC/TOP leaders are negotiating directly with the vice-president for academic affairs in hopes of arranging an experimental 2 + 2 program whereby Community College of Philadelphia students would be guaranteed admission to the receiver institution. Philadelphia staff believe that if a comprehensive articulation agreement is to be realized, it must be understood and endorsed by key administrators at the receiving institutions. As a result of their recent discussions with Philadelphia, both Penn State and West Chester are currently deciding whether to endorse a dual admissions arrangement. If a high-level administrative endorsement is forthcoming, a transfer agreement is likely to enjoy a more privileged and secure status.

3. Two- and four-year colleges should encourage state and local coordinating and governing boards to adopt policies that guarantee places in four-year colleges for two-year graduates.

A central office—either of a multicampus university or of an entire state system—can greatly facilitate intersegmental cooperation. The state of Florida has perhaps been more involved than most other states with transfer. About twenty years ago the state legislature enacted an articulation agreement that was designed to ease the transfer of students from Florida's two-year to four-year public colleges. According to this policy, no public university in the state can question or not accept the thirty-six general education credits provided by the community colleges if the student has the associate arts degree. In turn, the community colleges provide their students with proper advisement regarding the sequence of courses they should take beyond general education for transfer into the upper division program of their choice.

This policy is beginning to be accepted by the private sector as well. The University of Miami, a private four-year college interested in attracting more

students, recently agreed to accept the thirty-six general education credits from Miami-Dade students, thereby automatically granting them junior status. Florida has also mandated a statewide common course numbering system and common transcripts for all public community colleges and universities. This assists institutions in identifying the level of courses taught and the curriculum associated with the course. Graduates of two-year colleges are guaranteed a place in one of the state universities once they pass sections of the statewide skills assessment junior-level tests. Students at four-year institutions are also required to pass the College-Level Academic Skills Test (see recommendation 2 in chapter four).

Three of the UCC/TOP colleges are from the City University of New York (CUNY): Bronx Community College, Hostos Community College and LaGuardia Community College. CUNY is a large system with a medical school, law school, and graduate center, nine four-year institutions, seven community colleges, and a technical college. While the graduates of a two-year CUNY college are guaranteed admission into one of the four-year colleges, transfer students have frequently encountered considerable problems negotiating transfer of their credits. In 1985, one of the community college presidents proposed that the senior colleges offer transfer students full credit for their community college work. Objections were raised to this proposal since courses frequently differ significantly from one campus to another according to scope, level, and even content. The University Faculty Senate, a representative body of faculty from each of the CUNY schools, has strongly recommended that the university bring together faculty from the same disciplines from two- and four-year CUNY colleges so they can review syllabi, examinations, and student papers, as well as entrance and exit criteria to determine which courses are equivalent and where possible to reconcile differences. These articulation meetings will be coordinated by the University Office of Academic Affairs. (Two such initiatives are described in recommendation 1 of this section).

4. Community colleges should communicate relevant data to four-year receiver colleges so that they may identify and recruit students, particularly minorities, eligible for transfer.

In fall 1985, Los Angeles Harbor College took steps to develop the Passport Directory, a document to be used as a recruitment device for four-year institutions. The directory identifies outstanding community college sophomores from underrepresented groups (black, Hispanic, and American Indian). In winter 1985, Harbor identified 287 minority students who had completed twenty-five or more units with a GPA of 2.0 or higher and who authorized release of their names, listed these students in the directory, and sent it to six public and private colleges in the greater Los Angeles area. Participating four-year colleges agreed to encourage passport students to stay at the community college and complete at least fifty-six transferrable units prior to transfer. They also agreed to recruit from all categories of eligible students and not just

those with the highest GPAs. Finally, these colleges agreed to identify students in a manner that enables the project to monitor the progress of passport students who transfer.

In phase two of the project, fourteen community colleges in the urban Los Angeles area are submitting students' names to be listed in the second Passport Directory. Compton Community College, Los Angeles City College, Los Angeles Mission College, and West Los Angeles Community College will be among the participating two-year institutions.

5. Community college catalogs should identify transfer courses.

When students register for a new semester they generally consult their college catalog for information about courses. However, most catalogs do not help students easily discriminate between transfer and nontransfer level courses. To help students make more informed decisions about their courses, San Diego City College places a large black dot next to "all courses certified by San Diego City College as baccalaureate level. Only courses so designated will be used by the California State Universities and Colleges in determining eligibility for admission."

6. Two- and four-year colleges should exchange faculty and staff, particularly in transfer-related courses.

In fall 1984, San Diego City College initiated a cooperative teaching program with San Diego State University. The program initially began with a pilot writing development course, but because it was so successful, the writing component was expanded and a math component was initiated. These courses, offered on the university campus, are developed jointly by part-time or full-time faculty from both campuses. The tests are also jointly designed. Students from either two- or four-year colleges may enroll in any of the courses. Both retention and student pass rates have increased as a result of the program.

LaGuardia Community College and Vassar College collaboratively addressed a somewhat different problem: the tendency of urban, two-year college students to discount transfer possibilities to selective, residential, four-year colleges. In 1985, LaGuardia and Vassar jointly offered a summer institute that enabled community college students to experience a radically different learning environment while acquiring critical thinking, problem solving, study, and time management skills. In 1985, students elected two (of three) interdisciplinary courses (the Science and Practice of Thinking; Conflict and Education in American Writing; and Environmental Impacts: Technology, Resources and Social Values) which were team-taught by Vassar and LaGuardia faculty during the four-week summer program. All of the twenty-one students completed the course, the majority with As and Bs. Subsequently, three of the students have applied to Vassar, and two have applied to Clark College

in Atlanta, Georgia. The others are investigating public, four-year colleges in the New York City area.

(For a description of an orientation course developed jointly by South Mountain Community College and Arizona State University, see recommendation 5 in chapter five).

7. Students should be encouraged to take lower division courses at four-year colleges while enrolled at a two-year college.

Roxbury Community College in Boston is situated within walking distance of several four-year colleges. Roxbury faculty felt that since the campuses were so proximate and since transfer to any of the four-year colleges represented a substantial adjustment for Roxbury's students, coregistering for a class at a four-year college would offer students a practical opportunity to test the curricular and environmental waters at the nearby senior college prior to transferring. Agreements were developed in 1985 with both public and private sectors. This year, approximately fifteen to twenty Roxbury students took prepharmacy and technology courses at the Massachusetts College of Pharmacy and technical courses at Wentworth Institute of Technology, both private institutions. Through a citywide agreement among the public postsecondary institutions, another twenty to twenty-five Roxbury students cross-registered at the University of Massachusetts at Boston and the Massachusetts College of Art. Roxbury students who avail themselves of these opportunities are advanced students who elect courses at the four-year college that are not offered at Roxbury. They pay no tuition at the public institutions while individual fee arrangements are negotiated between Roxbury and the private colleges.

A similar arrangement exists between students in the Peralta Community College District in California and the University of California at Berkeley and California State University at Hayward, the area's four-year public universities. Laney students who have completed twenty-four credits, passed Freshman English and have a GPA of 2.5 or higher can register for one course per semester at either Berkeley or Hayward at no additional cost. Approximately thirty students avail themselves of this opportunity each semester. As of fall 1986, approximately eighty-four percent of these students complete their course with a grade of C or better—their collective GPA as coregistrants is 3.25. The number of Laney students who coregister at four-year colleges will undoubtedly increase since negotiations are underway with Mills and Holy Name, private colleges in the nearby area.

Building Bridges:

Two-Year College and Secondary School Collaboration

The modern community college is a multifunctional, open-admissions institution that must be flexible enough to serve the diverse needs of its community. It attracts large numbers of nontraditional, older students, and, largely due to this commitment to adult learners, community colleges have not paid adequate attention to recent high school graduates.

Community colleges have failed to reach back to the high schools to identify, recruit, and influence the preparation of perhaps their largest pool of potential transfer students. High school students tend to matriculate full-time and thus are likely to be better potential transfer students. But high school courses are rarely designed with the curriculum demands of the community college in mind, and thus there is a lack of sequentiality between the high school and community college curriculum. Students who begin at the community college often find they are not prepared to begin college-level work and are required to spend additional time "catching up" through remedial or developmental courses. This is especially true for recent high school graduates of general education or vocational programs.

There are several important reasons for the problematic nature of such a vital collaboration. Traditionally, colleges and high school systems have acted autonomously. Each, because of the particular and conflicting demands of its structure, has ignored the other. The classroom obligations and scheduling flexibility of the two faculties, staff, and even leadership are markedly different.

In addition, urban high school culture is not sufficiently focused toward college. In New York City, for example, only 54 percent of high school students graduate, let alone matriculate to a four-year college. It is thus imperative for community colleges to acquaint high school students more actively with the college environment.

Recommendations

1. Faculty, counselors, and administrators must coordinate the content, sequence, and learning outcomes of high school and community college courses.

Many of the Ford Foundation colleges have worked closely with their local high schools to coordinate high school and community college courses. Sacramento City College, for example, has worked successfully with the Sacramento City Unified School District to better coordinate curriculum and assessment. While the initial collaboration focused on improving articulation between counseling services, these efforts soon led to the development of a Joint Articulation Council, co-chaired by the superintendent of schools and the president of Sacramento City College. The involvement of top-level administrators along with faculty and counselors has lent a real sense of credibility and cooperation to the effort. The council targeted English and ESL as priority areas. Math, science, computers, occupational technology and assessment were also considered important, and committees were formed for each. These committees met several times during the year, and each developed its own recommendations and programs. Several significant collaborative efforts resulted from these meetings. A math/science joint articulation conference enabled teachers from both sectors to identify commonalities and differences; discuss course and graduation requirements; and agree upon competencies. The Academy of Math, Science, and Engineering at Luther Burbank High School enabled high school students to enroll in a special honors program whose curriculum was jointly developed by both Luther Burbank and Sacramento staff.

The Community College of Baltimore also worked with five feeder high schools to review its arts and science curriculum and to discuss the specific competencies that are needed by high school students to begin college-level work. Baltimore planned a series of meetings with faculty, counselors, and administrators from the college's five feeder high schools. After initial meetings between academic administrators and counselors, follow-up meetings were conducted. Academic counterparts met with each other and discussed the arts and science curriculum with particular emphasis on defining exit and entrance competencies.

2. Community college faculty and counselors should visit feeder high schools to provide information and advice about college to secondary school students.

In 1984 J. Sargeant Reynolds Community College focused its concern upon students in the Richmond high schools who, by selecting general or vocational curricula, were relinquishing postsecondary education as an educational option. Reynolds formed faculty/alumni teams to intervene early enough to raise students' goals and persuade them to complete college preparatory courses. During 1984 and 1985, the teams spoke to 992 high school students in tenth grade typing classes and introduced students to the advantages offered by college. They also arranged subsequent on-campus meetings with interested students and their parents. Through follow-up surveys, Reynolds discovered that 15 percent of the students in 1984 and 18 percent in 1985 indicated that, as a result of the faculty/alumni presentations, they planned to change their schedules to include additional college preparatory courses.

Frequently, many students approach postsecondary education with an "either-or" attitude. In California, if such students are not accepted by either of the two public university systems, they may not consider the two-year college as a viable alternative. They may interpret initial rejection by a four-year college as the end to their dreams of a baccalaureate degree. Recognizing the need to introduce baccalaureate-bound students to the benefits of the community college, Laney College in Oakland joined forces with representatives from its primary receiver institutions to make joint presentations to high school seniors about beginning their four-year degree at Laney and then transferring to the four-year college of their choice.

3. The community college can smooth the transfer process by bringing representatives of high schools, two-year, and four-year colleges together, and when feasible by granting dual admissions.

Many of the UCC/TOP colleges have organized meetings with high school and four-year college representatives to initiate collaborative efforts. The ultimate goal of these meetings is to develop formal dual admissions programs.

Bronx Community College's Rapid Transfer Program (RTP) is an excellent example of a community college-initiated collaboration that involves the high schools and both two-year and four-year colleges—and whose goal is to establish a dual admissions program. Many students not accepted at a four-year college are frequently dissatisfied about being at a two-year college. Realizing this, Bronx had to convince the high schools that the RTP was offering important services that differed from other ongoing high school/college programs. The college also had to work with the high schools in identifying a target group of promising students who would not be immediately admitted to a four-year institution, and it had to develop a support program for these students. The purpose of the program is to help students reduce the time they spend at the community college. Setting up the program required frequent meetings with representatives of the high schools. Bronx staff are also meeting with represen-

tatives of the four-year colleges to determine the requirements for acceptance of RTP students into the senior college as part of a dual admissions program.

Hostos Community College is also working with senior CUNY institutions to develop a dual admissions program. Faculty teams from the two- and four-year colleges are working together to review selected programs, particularly in health and business. They are looking closely at the curricula in each discipline to determine if designated programs are compatible. Administrators from both institutions are also meeting with each other, and collaborative orientation programs are being planned.

San Diego City College recently developed a program, "Academy for Achievers," that resulted from cooperation between the high schools and two- and four-year colleges. The college is offering six, three-credit courses to high school students who are considering a college education. These courses meet the transfer requirements at either California State University or the University of California. Students are required to participate in a four-hour orientation and enrollment session and also take placement tests in English and math. Students may take up to two courses during the summer program.

4. High schools will be more likely to participate in an active collaboration if the community colleges offer specific incentives to the secondary schools.

Many high schools have been besieged by offers to develop joint programs because of the recent emphasis on high school/college collaboration. Limitations of time and resources make it essential that the high school decide to participate in only those programs that are clearly beneficial to the school and its students. Since community colleges have found that convincing high schools to collaborate is frequently difficult, incentives to the high schools may enhance their willingness to participate in a transfer program. Recognizing this, Bronx Community College, in its initial approach to the local high schools, offered to train a group of selected teachers from different disciplines to reinforce basic skills in their classes. Lawson Community College found that the high schools were interested in collaborating because Lawson made computer facilities available to high school students. Miami-Dade Community College has given high school and community college teachers the opportunity to work together using the curriculum development process called DACUM (see recommendation 7 in chapter four).

5. Resources of community colleges ought to be provided for special programs that familiarize inner-city high school students with institutions of higher education.

Many of the UCC/TOP colleges effectively use their facilities and their staff to familiarize students from high schools with their campus. Lawson State College and the Community College of Baltimore have both brought high school students to their campuses and provided them with new experiences.

Through its testing center, Lawson has given approximately 150 high school students Assessment of Skills for Successful Entry and Transfer (ASSET) tests. Lawson counselors meet with the students afterwards to discuss test results and make appropriate recommendations. Students may be advised either to take additional high school courses, become part of the Lawson Upward Bound Program, or take advantage of special tutoring that is offered at the college. The business division at Lawson has also tried to introduce high school students to the Lawson campus by bringing about 100 students to the college for computer demonstrations. In addition to familiarizing students with the equipment, faculty also discuss options and educational requirements for different careers. This year, since many art exhibits and special lectures were scheduled during Black History Week, the social science department decided that this would be an excellent opportunity to invite local high schools to the campus. Students from close to thirty-five high schools attended lectures and exhibits during this time.

The Community College of Baltimore recognized that its planetarium is a unique resource that could be very enticing to high school students. A program was therefore set up through the science department to enable classes from feeder high schools to visit the planetarium about once a month. As a result of these visits, an astronomy club was established that includes both high school and community college students. While not every college will have a facility as exotic as a planetarium, most community colleges do have facilities (such as modern gyms and swimming pools, video centers, and computers) that are not typically available to students from inner-city high schools.

Finding Out:

Student Follow-up and Data Collection

As a result of their recent attempts to improve programs for transfer to four-year colleges, community colleges are becoming increasingly aware of the need to systematically collect data and undertake follow-up studies of their students. In order to design programs that work, we must first clearly identify the target population. Who is the potential transfer student? Which services most benefit which students? Do our efforts really help? These questions, as well as others, can be overwhelming to colleges that do not have adequate institutional research facilities.

Currently institutional research is a low priority for many community colleges. Frequently administrators are convinced that in times of budget cuts, when the fiscal belt must be tightened, institutional research is the most expendable budget item. But without hard data, we can only conjecture about how to improve transfer. Without adequate data, colleges cannot provide potential transfer students with either the information or services they need to help them better plan their academic programs and prepare for transfer. Because of the absence of background information about students, faculty are not able to offer students their best efforts.

The improvement of transfer opportunities for urban community college students clearly requires the sharing of data between high schools and two- and four-year colleges. This type of cooperation has, for the most part, been lacking. A healthy respect for student privacy—information on race and ethnic background—has often hindered the collection and analysis of significant data.

If community colleges expect high schools to better prepare their students, high schools need to receive information about the performance of their graduates. In the same light, four-year colleges must track transferees from community colleges and supply this information to the two-year schools. In the absence of data, community colleges often regard their transfer initiatives as successful if an increasing number of students transfer to four-year schools. But if large percentages of these students drop out after transfer, can the community college transfer program really be considered successful?

Recommendations

1. Community colleges should establish an office for institutional research and provide computer facilities and support.

Perhaps the most comprehensive community college Office of Institutional Research is located at Miami-Dade. The office is headed by a dean for institutional research and consists of a professional staff of three Ph.D.s; two Master's-level professionals; two paraprofessional positions at the Bachelor's level; two full-time and one part-time secretary; and two programmers assigned to work exclusively with institutional research. Routine activities include reporting data to state and federal agencies on a formal as well as informal basis, projecting student enrollment, assisting faculty and professional staff members in their graduate programs, and gathering data to inform administrative decision-makers. The latter function is a major activity which requires that reports be generated on educational/political issues in anticipation of potential decisions by administrators.

Another major function is to "game out" the likely impact of anticipated decisions. Illustrative of this function is the work that was conducted on the standards of academic progress at Miami-Dade (see recommendation 3 in this chapter) which permitted decision makers to anticipate the lost credits that would initiate probation or dismissal status for large numbers of students. These projections are critical to administrators, faculty, and counselors overseeing the transfer effort.

Cuyahoga Community College also maintains an Office of Institutional Planning and Research. It is through this office that the Minority Research Agenda and other studies related to the UCC/TOP grant are carried out. Cuyahoga's Office of Institutional Research has successfully collaborated with its major receiving institutions to track its transfer students. Even though differences in the student information collected by several receiving institutions complicate the task of tracking individual students, Cuyahoga's efforts have been fruitful.

When one receiving institution investigated the success of a collaborative counseling program in facilitating transfer from Cuyahoga, a positive correlation was discovered between student participation in the joint counseling program and enrollment in a four-year institution.

2. Community colleges should gather comprehensive information from newly admitted students which may include: precollege characteristics, both academic and personal; placement test scores; reasons for attending college; career goals; intent to transfer; demographic characteristics; and employment status.

The Assessment Center at Sacramento City College collects extensive information from its incoming freshmen. In addition to demographic information, students report their major, high school background, educational goals, reasons for attending college, the number of years they have been out of school, and the most advanced English course completed. In addition, students list those areas in which they think they need help and the kinds of campus activities in which they are interested. The placement results for English, reading, and math are also described.

At Highland Park Community College all entering students are interviewed as part of the registration process and each student takes ASSET, a community college assessment tool developed by American College Testing. The data that are collected for each student includes information about educational and work preferences and achievement levels in mathematics, language skills, and reading. This information is used for course placement and for counseling. The data are computerized and profiles of individual students, in addition to group reports, are developed. These reports are available to students, teachers, counselors, and the work-study coordinator. Each semester counselors receive a profile of each student which includes courses taken and GPA.

3. Community colleges should systematically monitor students' academic progress and provide this information to faculty, counselors, and students.

Several UCC/TOP colleges monitor their students academic progress, but no college uses this information more prescriptively than Miami-Dade Community College. During each semester, Miami-Dade draws upon faculty progress and attendance reports to generate a letter to students based upon faculty evaluation and other characteristics such as grade point average and the number of courses dropped. The computer-driven, personalized letter uses prewritten messages. The letters are prescriptive and advise the students to seek help at different campus offices.

Miami-Dade also utilizes the Standards of Academic Progress (SOAP) at the end of each semester to identify students who have weak academic records. Although students at Miami-Dade can be placed under suspension if they have completed thirty credits with less than a 1.5 average, a grade average between 1.5 and 2.0 will flag students' records for a required conference with a counselor before the next registration is allowed. Students who fall under other categories of SOAP (i.e. warning and probation) must also see a counselor for a program check at least once each term.

4. Community colleges should use their databases to conduct studies identifying student characteristics that result in successful transfer, academic and support services that help students attain their goals, and teaching strategies and techniques that promote students' academic progress.

Miami-Dade Community College is currently using its databases to learn more about successful transfer practices in three different projects. In project one, Miami-Dade Transfer Opportunities Program (TOP) staff worked with six feeder high schools to identify 300 high school seniors with a predisposition to enter college. Two TOP counselors intervened at the high school by making presentations on college admissions requirements, financial aid, and by offering tips on understanding college mechanics. The college also held on-campus workshops and asked participating students to complete questionnaires and/or to attend special rap sessions to offer feedback on the utility of these interventions.

In project two, TOP staff polled 200 black and Hispanic students who entered the college in fall 1985. The student feedback was critical in the recommendation and implementation of a one-credit college survival course. This course helps students be more sophisticated and self-assured in understanding the mechanics of college and managing its environment. Based upon student input, a special effort is being made to integrate transfer issues throughout the course content.

In the third project, TOP staff will be following 900 black and Hispanic students after they transfer to Florida's state universities or local private colleges. Questionnaires are being designed to gather valuable information from students about the transition from two- to four-year colleges. A second questionnaire is being adapted to administer to Miami-Dade graduates who are attending historically black institutions. In conjunction with the data collection, Miami-Dade has designed two major transfer interventions for prospective graduates: test anxiety reduction workshops, which are offered to assist students with the College-Level Academic Skills Test (see recommendation 2 in chapter four) and special seminars for prospective transfers to Florida International University, the institution to which 75 percent of Miami-Dade students intend to transfer.

5. Community colleges should conduct follow-up studies of their graduates and obtain data from dropouts and stopouts to explain patterns of and reasons for student attrition.

Roxbury Community College recently undertook a comprehensive follow-up study of its 1981 and 1982 graduates. Through the registrar's office, they received the following information about each of the 178 graduates: major at Roxbury, degree earned and year received, date of first term at Roxbuty, cumulative GPA, total credits earned at Roxbury, and the colleges to

which the transcripts were sent. Then each four-year institution to which students applied received a letter which supplied the social security number of the student and was asked to supply the following information: (1) whether or not the application was completed, (2) whether the student was accepted for admission, (3) if the student was enrolled, (4) the number of Roxbury credits that were accepted, (5) major, and (6) current status. Twenty-eight of the thirty colleges that were contacted responded.

This study enabled Roxbury to more effectively refine its transfer program. For example, it found that students earning an A.S. degree completed transfer applications at about the same rate as students earning an A.A. degree and were about as likely to persist and complete the baccalaureate. A difference in transfer rates, however, was most noticeable between majors. Some majors in each degree area had high rates, while others had low or zero transfer rates. Roxbury also learned that four out of ten students did not complete the application process, but almost 97 percent of students who applied were accepted by at least one four-year institution. Most students who were accepted did elect to transfer. The survey also demonstrated that 83 percent of the successful students had begun their studies at Roxbury with developmental courses. Roxbury was disconcerted to find that students lost about 21 percent of their credits after transfer. Researchers were able to target the institution at which Roxbury transfers had the lowest success rate.

Follow-up studies can also be developed collaboratively with neighboring community colleges. Sacramento City College, for example, decided to work with other colleges in the Los Rios Community College District and the two primary receiver institutions, California State University at Sacramento and University of California at Davis, to design a study that would provide in-depth information about the characteristics and performance of students who transfer from one of the Los Rios Community Colleges. In this case both the community college and four-year institution were involved in developing the study that followed 1,812 students who transferred from one of the Los Rios Colleges to either Davis or Sacramento. Such intersegmental cooperation enhanced the likelihood of gathering information more consistently.

In conducting the study Sacramento City College discovered that there are discrepancies in how the university and the community college identify transfer students. Additionally, the findings showed that older students earn higher GPAs after transfer than younger students, and many students spend more than two years at a community college prior to transfer. Asians in general are overrepresented in the transfer population, while blacks and Hispanics tend to be underrepresented. Student GPAs are generally lower at the university than at the community college. The study also indicated that students from the Los Rios Community College District persist and receive degrees in approximately the same proportion as other transfer students. This study was a pilot effort that was accomplished without funding, but because of the support of each of the institutions involved, the study was completed with minimal costs.

6. Four-year colleges should provide community colleges with annual performance data about transfer students both individually and in the aggregate. Community colleges should provide high schools with similar data.

Several UCC/TOP colleges obtain information about their transfer students from their primary receiver colleges. Arizona State University produces reports for South Mountain Community College annually on transfer students. Because South Mountain has established good relations with the minority recruitment office, it has had access to information each semester. They are also working with the Computer Center at the University so that information on their transfer students is more complete and useful. Grand Canyon Community College is also cooperating with South Mountain and is developing a program that will also provide information about South Mountain transferees.

The University of California is currently sending student performance reports to each of the state's two-year colleges. The reports include information about the first-year performance of students both individually and in the aggregate. The report is sent from the university's Office of Admissions and Outreach Services to the president of each two-year college. Since the report is designed to help the community colleges assess their preparation of students for university work, the information is extremely useful. For example, San Diego City College learned how many of its students entered each of the eight units of the University of California system in fall 1984. In addition, the report indicates the number of students admitted in exception to the regular admission requirements. The document also reports such information as the percentage of students who, at the time of registration, have not met the general education requirement; the difference between the entering community college GPA and the university GPA; the average number of units completed; the percentage of students who are on academic probation; and those whose GPA is B or above. A printout for each student is provided that includes the specific courses taken during the fall and spring semesters, the department and number of units for each course, and the grade received. Each report also includes the name of the student's high school and graduation date, and whether admission was regular or special. The student's entering GPA is compared with the current GPA. The major in which the student is enrolled is noted as well as whether or not the general education requirements have been met. Information about individual students is confidential.

The information enables San Diego to determine how well their students perform at each of the UC campuses, to identify institutions at which their students are most and least successful, and to pinpoint those courses and programs with which San Diego students have most difficulty.

7. State postsecondary coordinating agencies should develop common databases and standardized data reporting procedures for community colleges and four-year institutions.

It is clear that if institutions operate on their own in deciding which information to collect, it will be difficult to obtain sufficient information about the transfer process. Institutions must standardize data reporting procedures and develop common databases if colleges are to collaborate and share data. State postsecondary coordinating agencies are logical bodies to coordinate a collaborative effort between the two- and four-year colleges in order to develop specific guidelines concerning which data are needed and how the data need to be reported.

The problems involved in collecting data from different institutions was recently underscored by the collaborative study undertaken by Los Rios Community College District and the University of California at Davis and California State University at Sacramento (see recommendation 5 in this section). Very early in the study, the participating schools realized that in some areas, compatible data elements and definitions did not exist among the three institutions. For example, when they examined how the four-year institution attributes transfer students to previous schools, they learned that at Sacramento the Admissions Office credits a student to the last school attended, while a Davis student is usually credited to the school having the most responsibility for his or her Davis eligibility. In several cases, students who attended a Los Rios Community College were not credited to the district. Other differences in data collection made the study difficult to carry out. Sacramento did not have information on whether students obtained a degree, were still enrolled, or were not in attendance. Sacramento also could not determine which of the transfer students would have been eligible for admission directly from high school, and both four-year institutions could only provide cumulative GPAs as opposed to term-by-term GPAs of transfer students.

Miami-Dade is assisting Florida's Division of Community Colleges with its rule development of state educational equity legislation. Their major goal is to assure appropriate tracking of minority and disadvantaged students throughout the public community colleges and university systems. This will ensure ongoing and pertinent statewide data collection.

Asking More:

Improving the Academic Environment

The multifunctional role of the modern community college makes it difficult to create instantly an academic environment conducive to transfer. Because community colleges offer a wide range of vocational opportunities and more directly serve their particular communities than do four-year colleges, they often neglect or short-change the liberal arts. Scholastic values are likely to suffer.

Clearly, an overwhelming number of community college students enter with basic skills deficiencies. Despite this undisputed need, community colleges often do not have mandatory placement procedures, and most do not have clear standards of proficiency for exiting beginning level courses.

In an effort to accommodate the large number of underprepared students entering the community college, classes may not adequately challenge the better students. Consequently, many two-year students are not sufficiently prepared for the academic environment they are likely to encounter at the four-year college. The subjects they study are similar, but the tone of campus life and the manner in which classes are conducted are different in a variety of subtle ways. For example, elective courses, which challenge better students, are not sufficiently protected, and community colleges have all but abolished prerequisites.

When urban community college students do transfer to a four-year college, they comonly suffer from what educators like to call "transfer shock." For one thing, they usually move to a very different campus reality. The physical environment and extracurricular activities at the largely commuter community

college do not reinforce scholarly and academic values as much as do most four-year settings.

Recommendations

1. Mandatory placement that accords with students' abilities and achievements is critical if students are to have a realistic chance to develop the skills necessary for baccalaureate-level work.

The state of Florida has mandated the use of one of four nationally standardized tests in assessing basic skills for students who enter Miami-Dade Community College without basic skills test scores. Students are tested in reading, writing, and mathematics. Each testing session has three proctors who score the tests by using a scantron computer reader, and the results are available within fifteen minutes after the exams are completed. The proctors pass the scores back to the students, and enter the scores into the on-line computer registration system.

The second phase, a computer-aided advisement and counseling program, is at the heart of the student services program. Based upon results of assessment testing, additional career interest testing, and an interview with a counselor, individually specified courses or a reduced load may be required for enrollment. In this more directive system, students with deficiencies are required to take necessary developmental work before proceeding to upper level programs.

At Miami-Dade, appropriate computer holds have been placed in the registration process in the event students do not follow the advice of counselors and try to avoid the requirements. For example, students cannot enroll for a mathematics course if they have computational deficiencies, and degree-seeking students must register for freshman or developmental English by the sixteenth credit.

All freshmen entering a City University of New York (CUNY) college in fall 1978 or later have been required to participate in the Freshman Skills Assessment Program (FSAP). Students take assessment tests in three areas: writing, reading, and mathematics.

The CUNY Writing Skills Assessment Test requires students to write an essay responding to one of two topics. In this fifty-minute test, a short passage introduces each topic, and students are then asked to take a position about what is discussed in the passage and to support or explain their position by drawing on their own experience, their observations of others, or their reading. All essays are rated holistically according to the CUNY Evaluation Scales, a one-to-six scale in which six is the highest rating. Each essay is read by two readers. The essay meets the CUNY writing standard if each reader rates the essay at a level of at least four. If one reader rates the essay at three or below and the other rates it at four or above, a third reader resolves the difference.

The CUNY Reading Skills Assessment Test time is thirty minutes. The test consists of forty-five multiple-choice questions, based on a series of short

passages that students read. It covers three aspects of reading comprehension: understanding main ideas, understanding direct statements, and drawing inferences. The CUNY Reading Test has a maximum score of forty-five, and the current minimum passing score is twenty-seven.

The CUNY Mathematics Skills Assessment time is fifty minutes. The test consists of forty multiple-choice questions, evenly divided between arithmetic and algebra. The CUNY Mathematics Test has a maximum score of forty, and the current minimum passing score is twenty-five. Minimum passing scores have not been established separately for the arithmetic and algebra halves of the test. However, the two half-scores are reported separately, and a number of CUNY colleges use the information to help place students in appropriate courses.

Students who do not meet the standards of the CUNY tests in one or more areas are required to enroll in their college's basic skills program. They retake the test when the college determines that they do so—usually at the completion of the basic skills courses.

2. Exit testing should be instituted at community colleges to demonstrate clear standards of literacy.

Exit testing is beginning to be imposed upon community colleges by some of the larger systems. The Freshman Skills Assessment Program (described in the previous recommendation) began with a resolution passed by the Board of Trustees of CUNY that states students should demonstrate that they are proficient in basic learning skills by the time they reach their junior year in college. The purpose of the program is to ensure that students have the skills necessary to take advantage of the opportunities for learning provided by their college. Students lacking those skills will receive special assistance to help prepare them for college work.

The University has set standards in reading, writing, and mathematics, which define whether a student is minimally ready to do college work. Students who do not meet these standards by the beginning of their junior year will not be permitted to enroll in further college courses. Although the requirements must be attained by the junior year, the tests are given to entering freshmen so that students who are weak in any skills areas can obtain help from their college. Individual colleges often set higher standards before they permit students to enroll in certain courses.

A controversial type of exit testing, the College Level Academic Skills Test (CLAST), was initiated by Florida in 1982 to assure that students have acquired the communication and computation skills expected of them by the time they complete their sophomore year. The CLAST consists of four subtests: reading, writing, computation, and an essay. The multiple-choice reading subtest has thirty-six items and measures literal and critical comprehension skills. The multiple-choice writing test has thirty-five items and measures word choice; sentence structure; and grammar, spelling, capitalization, and

punctuation skills. The computation test has fifty-six items and measures arithmetic/geometric measurement, algebra, statistics, and logical reasoning/computer technology skills. An essay is also produced by the student within a fifty-minute time period on either one of two topics and is graded holistically.

Because the original passing standards would have had too profound an effect on students—particularly some minority students—and because time was needed to implement curricular changes, the passing standards went into effect in stages: the initial standards were implemented in 1984, raised again in 1986, and will be raised a third time in 1989 to meet the passing standards originally set. The seven years between the initiation of the plan and its final implementation affords Florida colleges the opportunity to tighten their own curricula and adjust their own pedagogies in light of the new standards.

3. Community colleges should emphasize reading from primary sources and text-based writing in all academic disciplines.

The Community College of Philadelphia relies heavily on integrated and interdisciplinary sets of courses designed by a multidisciplinary team. Small discussion groups and seminars are critical to the program. In the seminars, faculty introduce students to the close reading of major, primary sources and help students acquire skills in inquiry, examination, and discussion. The program also integrates a writing-across-the-curriculum approach in the interdisciplinary curriculum. All participating faculty work with writing specialists in formulating writing topics and in grading written work.

At Philadelphia, the central goal is to improve students' competency in language as expressed in sophisticated forms of writing and reading. This requires a pedagogy in which the textbook is deemphasized in favor of careful attention to primary texts. This sort of "interpretive" or language-centered approach is intended to improve a student's background by the reading of "classics" and the extensive use of primary sources. Further, primary sources provide an unusually rich opportunity for the development of some other deeply prized educational achievements. Many faculty see the hallmark of an educated person to be the ability to adopt a critical stance toward conventionally held opinions and form independent judgments in matters of controversy and consequence. The development of a student's self-concept requires the cultivation of interpretive and analytical abilities that allow the student to appreciate and weigh fundamental alternatives. The use of textbook-based pedagogies precludes such achievements.

The Los Angeles City College Department of English, working together with the UCLA Freshman Writing Program, has endorsed the use of primary reading sources as the basis for text-based essay assignments. Surveys of university writing assignments conducted by the UCLA Freshman Writing Program show that those assignments are usually based on materials which are neither personal nor experiential. Critiques and syntheses of major works may be employed in the data-gathering process, but the primary work remains the center

of academic inquiry. The writing is generally expository in nature and requires the student to manipulate data by thinking, analyzing, composing, and structuring ideas into written language.

Some of the most influential reports and projects emerging from California in the 1980s stress the need for a curricular revision that focuses on the need for a program of cultural literacy and the need to improve student writing skills. Toward this end, the Freshman Composition course at City parallels that of UCLA in that it requires text-based essay assignments and, wherever applicable, readings from primary sources.

Informal studies in the Department of English at City have shown that students who complete composition courses that are based solely on personal or experiental writing have difficulty in transferring their composing skills to text-based essay assignments. By requiring writing assignments based on the kinds of reading across the curriculum expected of university students, community college instruction contributes to the kinds of interpretive skills university students must have in order to succeed.

4. Community colleges should stimulate peer interaction in order to motivate students and reinforce academic values.

Frequently, minority students tend to isolate themselves academically. They are, therefore, less likely to complete course requirements, because they are unable to find the kind of encouragement and emotional support that a peer group can provide. At Laney the level of completion of transfer-level courses was low—under 37 percent. To counter the tendency towards isolation of many unsuccessful students, Laney developed study groups. Study groups are made up of students who are enrolled in the same course. They meet three to four hours per week outside of class in a structured group activity that focuses on more fully understanding the concepts presented in the classroom. A study group facilitator, who is a graduate or upper division student proficient in the study group's subject area, meets with the group. The facilitator also meets regularly with the instructor to coordinate their efforts. While the study groups provide a cost-effective means of delivering additional instruction, the primary goal is to encourage students to form their own learning groups, especially once they transfer to a four-year institution. Laney has found the study groups to have a significant impact on course retention—thus far 78 percent of students participating in the groups have completed their course requirements and have earned an average of .54 higher in their grades than other students in the class. Study groups have been offered in Accounting 1B, Calculus 3A, Chemistry 1A, English 1A, Physics 4A, and Spanish 1A.

State Community College established its "Society of Ford Fellows" for particularly capable students who would be likely to transfer. This structure, more formal and selective then Laney's study groups, provides opportunities for the best students at State to participate in this highly prestigious group and meet students from different curricula who are more academically oriented

than the typical student at State. Members periodically participate in activities that encourage leadership and provide an intellectual climate that promotes the exchange of ideas. The society has its own constitution and elects its own officers. Active membership in the society requires that the student be full-time, maintain at least a B average, be recommended by faculty, and be of good moral character.

5. A more demanding curriculum should be available for students who demonstrate the appropriate academic skills.

Special honors programs for academically prepared community college students provide a stimulating environment, peer support, and an academic program that both challenges and prepares students to do well in a four-year institution. Several UCC/TOP colleges have developed such programs. The West Los Angeles College Honors Program was developed in three phases. Initially conceived by the coordinator of instruction and a small group of faculty, the program required the student to take twenty-four units of honors courses and maintain a 3.0 GPA. Upon graduation, the student's transcript was marked as graduating "with highest honors." The courses were regular college general education courses enhanced by increased requirements in reading, writing, and special projects. The graduating student was also required to develop a special community-oriented project in his major field during the last semester—a kind of community-focused senior thesis. Faculty mentors were assigned to each student. Students were admitted by application and were required to have earned a 3.0 GPA either in high school or at West Los Angeles College, and had to write an essay on a prescribed subject. Recruitment was done both in local feeder high schools and in the freshman class of the college.

Then in the fall of 1984, West Los Angeles College was approached by the University of California, Los Angeles (UCLA) to participate in a "redirect" project. Since UCLA had far too many eligible applications for the available slots, they devised a program to redirect applicants to eight local community colleges. The community college, in turn, offered a core program in general education that met UCLA's breadth requirements and the lower division requirements in the arts and sciences majors. UCLA also required interinstitutional faculty meetings by discipline in order to guarantee the equal articulation of the transferring courses. The college agreed to offer and maintain all such courses for a full two-year period. Students who finished the two-year program would be eligible for open slots in the junior level at UCLA. Later, UCLA guaranteed these students admission as juniors. The group of colleges cooperating with UCLA were later identified as the Transfer Alliance Program (TAP). West Los Angeles accepted this program and called it the ATWest (originally, Accelerated Transfer at West Los Angeles College). A representative was appointed to act as liaison and to coordinate the program. A new faculty committee was organized to advise the coordinators and to monitor the program. A core of courses covering the majors and general education was de-

veloped and approved by both institutions. The program began fully functioning during the summer of 1985 with the admission of ATWest students.

ATWest students are required to have a 3.0 GPA in past work (high school or college), be eligible for or have taken the equivalent of English 1 (basic college composition), be transfer-oriented, and be committed to taking the required program. A counselor was designated to help these students in their programming, and faculty members were also used as advisor/mentors. The program was fully implemented in fall 1985, with a total of eighty-three students. During the last year the ATWest program has been expanded to California State University, Northridge, and negotiations are progressing with Pepperdine, Loyola-Marymount, and California State University, Dominguez Hills.

At Miami-Dade Community College, all students in the honors program are guaranteed a scholarship that covers in-state fees and tuition. This program includes two special interdisciplinary honors courses, one developed especially for science majors and the other for liberal arts majors. To become a candidate for admission into the program, the students must satisfy two of the following criteria: earn a 3.5 GPA either in high school or at Miami-Dade, score 1050 or higher on the SAT or at least 24 on the ACT, receive two strong recommendations from high school or college teaching faculty, demonstrate a high level of motivation to complete the program, or be identified as deserving admission after a semester or two of honors classes. If the application is approved, the student is interviewed, and the final decision about acceptance into the program is made. Students in the program are expected to maintain at least a 2.8 GPA at the end of each term, earn at least twenty-one credits during the four terms, earn eighteen honors credits, conform to the college's standards of academic progress, be a degree-seeking student, and participate in at least two academic enrichment activities designed by the student and his/her faculty advisor. Students are also encouraged to undertake an independent research project that is worth from one to three credits. The project is developed by the student in conjunction with his/her faculty mentor. Graduates of the program receive special notation on their transcripts. Each honors course is specially noted, and letters are sent with the transcripts describing the rigor of the program.

6. Community colleges should require fifteen to twenty-four transferable general education credits in all degree programs.

Miami-Dade Community College currently offers three different associate degrees: Associate in General Studies, Associate in Arts, and Associate in Science. For each of these degrees, a student must complete a core consisting of English Composition I, Humanities, the Social Environment, Energy in the Natural Environment, and the Individual in Transition. The college also requires students to demonstrate competencies in basic skills. Both the Associate in Arts and the Associate in Science degrees require students to complete a more comprehensive general education program to satisfy the state of Florida's

requirement that all public community colleges and universities include a specific amount of writing and mathematics in the curriculum. Students working toward an Associate in Arts degree must take additional English composition courses and two math courses. The students must also take one course from a humanities group, one from social sciences, and one from natural sciences. Faculty teams are responsible for the development of specific core courses.

As a result of developing articulation agreements with its surrounding four-year institutions, Highland Park Community College decided to develop a core curriculum to strengthen its Liberal Arts Program. After designating the desired competencies that students should achieve for each course and looking at the entry levels of students based upon results from the placement tests, faculty members will work with consultants to develop learning modules. Using these modules, students move at their own pace from precollege level work to upper level requirements. Highland Park is in the process of developing two remedial and four intensive modules for English, mathematics, logic, computer literacy, science (based on program major), political science, social science, and the humanities.

7. One of the keys to improving the academic environment is for faculty to establish agreed-upon standards of literacy.

Miami-Dade convened panels of faculty from its own campus as well as from four-year institutions and used a process called DACUM (Developing a Curriculum) to agree upon minimum competencies needed by both entering freshmen and by transfer students. Initially, Miami-Dade assembled a panel of representatives of university faculty and student services personnel and former Miami-Dade transfer students. This panel first listed nine major categories of concern for transfer students and then identified a list of related competencies which would help students deal with the anticipated problems of transfer. Affective as well as academic competencies were agreed upon. During the first stage of UCC/TOP, Miami-Dade faculty from mathematics, English, study skills, and student services developed or revised eleven modules and workshops based on the information gathered. In the second phase of UCC/TOP, Miami-Dade again convened DACUM panels of students and faculty. This time the process involved determining the minimal competencies needed by entering freshmen in order to succeed in college-level courses at Miami-Dade North.

8. Community colleges should emphasize and reward faculty scholarship as well as effective teaching.

As Earl Seidman notes in *In the Words of the Faculty* (Jossey Bass 1985), the historical split between teaching and research at the community college is "a false dichotomy that serves to undermine the intellectual fabric of the community college." Through interviews with community college faculty in several disciplines, Seidman concludes that by emphasizing teaching at the ex-

pense of research and scholarship, two-year colleges may have gone overboard and created an ongoing problem. Considering the heavy teaching load at many two-year colleges and the underpreparedness of many community college students, it is natural for two-year faculty to devote most of their time to teaching. But two-year as well as four-year faculty crave intellectual challenges and are more likely to be victimized by the repetitiveness of teaching assignments.

Two-year colleges, however, individually and as part of university systems, are beginning to remedy the situation. Cuyahoga Community College, for example, has developed a scholar-in-residence program which is broadly defined and includes a faculty lecture series and the publication of a scholarly journal. As part of its collective bargaining agreement, the City University of New York awards approximately $2.25 million, on a competitive basis each year, to faculty from its seventeen two- and four-year colleges who wish to pursue original research or creative activities. In 1984-85, fourteen community college faculty received awards which averaged approximately $5,200 per faculty member. The CUNY research program has been in effect now for eighteen years.

Reaching Out:

Responsive Support Services

Since most students at an urban community college are the first in their families to attend college, they usually are unfamiliar with academic culture. They must frequently work to help supplement their parents' income or support their own children. They often have inadequate skills and lack self-confidence. These students clearly need support services to complete a community college degree and transfer to a four-year college.

As evident as the need is, effective support services are not easy to deliver. Counselors and faculty tend to operate autonomously, and this crucial relationship may border on antagonism. As a result of faculty indifference or noninvolvement, counselors feel that they must bear the bulk of the burden for disseminating information to students, many of whom could obtain this information more easily in class through their teachers.

Although many community colleges offer or require an orientation program or courses, most do not include specific information to help students plan for transfer. When community colleges do not take steps to provide entering students with essential information about transfer, few students actively seek out the information for themselves. They simply do not know where to begin or, more to the point, they are unaware that they need to begin planning for transfer as early as possible. This is especially true for late afternoon/evening students, who are typically ignored by a system designed to work "nine to five."

The typical urban community college student is often surrounded by

peers whose value system may run counter to those of an academic culture. It is therefore critical for the community college student, as well as the high school student, to have appropriate role models. Most community colleges, however, have failed to take an active enough role in providing these role models.

Although potential transfer students are difficult to identify, it is incumbent upon community colleges to predict more accurately the type of services a student needs at a particular time and then make sure that the appropriate support services are provided by both faculty and counselors.

Recommendations

1. While colleges should identify and support potential transfer students as early as possible, they must also seek out and help students who decide to transfer later.

Bronx Community College recognized the need to identify and work with potential transfer students as early as possible. Bronx developed a Rapid Transfer Program (RTP), which focuses on high school juniors who want to attend a senior college ofo the City University of New York (CUNY), but who will probably not qualify for admission upon graduation from high school (see recommendation 3 in chapter two). These students agree to sign a contract for participation in a two-year program. The high school students initially are tested using the CUNY Freshman Skills Assessment Tests in reading, writing, and mathematics. These tests must be passed in order to transfer to one of the senior colleges and are described in recommendation 1 of chapter four. Currently about 100 students from eight Manhattan and Bronx high schools are participating in the program in which they spend two hours a day, two days a week learning test-taking skills, computer skills, and math. Classroom strategies are tailored to encourage students to take responsibility for their own learning. Upon finishing high school, these students will be admitted to Bronx and, hopefully, concurrently to a senior CUNY institution. The purpose of RTP is to provide students with enough support so they are able to transfer as early as possible.

At Hostos Community College, potential transfer students are identified shortly after admission to the college and on an ongoing basis after that time. In the orientation seminar taken by freshmen throughout their first semester, a survey is administered to identify students who express the desire to transfer. Throughout a student's course of study at Hostos, counselors, faculty advisors, and peer advisors are attuned to listening for any indication that transfer is being considered and that the appropriate interventions are made.

Hostos' Degree Requirement Checklist, a computerized delineation of a student's requirements for graduation, facilitates advisement of potential transfer students by ensuring that faculty and counselors guide students toward the course sequences which will be fully acceptable to the four-year college.

2. Counselors and faculty working with transfer students must anticipate the nonacademic needs of disadvantaged transfer students.

Students at most urban community colleges face substantial nonacademic problems as well as classroom challenges. In an age where the single parent is increasingly likely to attend college, a myriad of financial and logistical problems emerge. To begin to address these needs, Hostos Community College has established an ongoing Multiservice Center. The center helps students cope with city and state bureaucracies. The center intervenes with the city's welfare, housing, daycare, and other departments and helps students in their dealings with the various public services which may be available to them. The center is crucial if students are not to become overwhelmed and discouraged by extrainstitutional problems and likely to leave by midsemester.

The Houston Community College District offers a comprehensive advisement plan that helps with goal setting, educational degree planning, financial assistance and support service information, values clarification, and transferability of courses. Houston has developed a career profile that enables the student to explore the various job opportunities requiring a baccalaureate degree. At the career development laboratory, students have access to computerized career information systems. A coordinator periodically reviews the career profile and provides the student with monthly feedback. To further reinforce their educational goals, Houston students also attend on-campus seminars presented by minority guest speakers.

3. Community colleges should appoint a special transfer counselor and establish a separate transfer information center.

When Bronx Community College first implemented the UCC/TOP program, they appointed a full-time transfer officer. The transfer officer, a member of the student development department, is responsible for contacting and meeting with all students who want to transfer and have earned forty-five or more credits. In order to ensure that a potential transfer student sees the transfer officer, transcripts are not released by the college's registrar until the student is interviewed. The transfer officer is the person on staff most familiar with the articulation agreements and requirements of each of the primary receiver colleges. The officer advises the student about courses, begins a transfer file, alerts the student to a liaison person at the transfer institution and also gives the student the names of other Bronx students who have already transferred to a particular college. The transfer officer also develops methods for tracking students who have transferred.

One counselor is responsible for overseeing the San Diego Center and its activities. These activities include development of both a transfer information packet—that provides useful information about transfer for students, faculty, and staff—and a transfer-folder organizer that helps students organize their transfer efforts and keep track of the important forms and papers. The transfer folder was so successful that it was produced in large quantities and sold in the

campus bookstore for $1.41 to cover costs. In addition, the transfer counselor at San Diego is also responsible for maximizing the use of campus space to provide the entire student body with useful transfer information.

San Diego City College recognized the need to assign a space in the counseling office that would serve as a transfer resource office. The Transfer Center is available to counselors, faculty, and staff and provides up-to-date information about articulation with four-year institutions. Counselors from four-year colleges use the center to meet with students. The center provides an identifiable place for students to go to seek out specific and general information about a likely four-year receiver college.

While students should be able to identify and contract an individual on campus who will provide them with the necessary information about transfer, the transfer officer cannot be solely responsible for dealing with transfer. This year at Los Angeles Mission College, all counselors became involved with transfer activities. But Mission also designated one counselor to oversee the transfer activities and to provide ongoing information to the rest of the counseling staff.

4. In order to improve transfer programs, colleges should establish transfer committees composed of both teaching faculty and counselors.

Roxbury Community College recognized that in order to significantly improve transfer rates the college would have to look carefully at its entire program. The college convened a faculty work group to develop projects that would address some of the problems impeding transfer. Six faculty members, representing each of the college's academic divisions, and two staff from the Programs for Academic Support met weekly over the course of the spring semester. Each member undertook an individual project that could reasonably be accomplished in the course of one semester. At each week's meeting, members reported on the progress of their projects and received advice and ideas from other members. The faculty projects were varied and included a mastery learning approach for a beginning level ESL course, a redesign of developmental math modules, the development of a general science concepts course, a textbook readability project, a summer enrichment program, a review of Roxbury courses to make them articulate better with those of University of Massachusetts at Boston, a study of transfer students who came from career programs, and improved faculty advising. The academic and student development foundation task group also participated in a program in which an outside consultant, Shirley Brice Heath, was brought in to train the group to understand the impact of culturally learned use of language and other behavior on learning. They worked together to develop innovative practices that would best address the learning needs of Roxbury's culturally diverse, academically underprepared student body. They also learned how to conduct ethnographic research on learning, and teachers began to experiment with new content and approaches.

The work force was especially successful because it stimulated the development of several new courses and programs. Most importantly it allowed for ongoing discussion between faculty and support services staff.

Miami-Dade Community College also recognized the importance of bringing together people from all areas to develop transfer projects. After meeting with chairpersons from different academic and student service areas, a Transfer Opportunities Program (TOP) steering committee was formed that reflected the complex makeup of the north campus. The membership included faculty and administrators from the academic and student service areas. Monthly meetings and periodic retreats were held to discuss issues about the planning and implementation of the TOP efforts. Retention was the topic for one of the retreats.

5. Student support services need to be coordinated with similar programs at high schools and at four-year institutions.

South Mountain Community College works closely with both local high schools and four-year institutions to help better prepare students for the transition from one school to another. After South Mountain developed its college orientation program, St. Mary's High School was offered an opportunity to send students to the South Mountain campus to participate in the program. St. Mary's opted to send its entire senior class of 100 students. The program was adapted for high school students to prepare them for the demands that will be placed on them at the community college. It was condensed into three days. The 100 students were divided into four sections with a counselor and a faculty member who taught study skills. A local foundation was so impressed with the effort that it awarded an annual allocation of $10,000 to provide tutors for high school students participating in the orientation program.

South Mountain also collaborated with Arizona State University (ASU) in the development of its university orientation program. The most important element of the program is the course, University Adjustment and Survival. This course carries three hours of ASU credit and is taught by an ASU faculty member. Although originally the course was taught entirely on the South Mountain campus, evaluation of the pilot program resulted in modifying the course so that classes met at South Mountain the first two weeks preceding the fall semester and at ASU for the next five weeks. The course offers topics dealing with student motivations and goal setting, language facility, study and test-taking skills and includes an orientation to university resources and procedures.

As a result of a staff development workshop at Laney College in spring 1986, the college hosted a conference for approximately sixty counselors—twenty from the University of California at Berkeley, twenty from the Peralta Community College District, and twenty from the Oakland Public School District. The primary focus of the conference was the role of support services at each institution in facilitating the movement of students from high school to

the community college to the university. Additional meetings have been planned.

6. Community colleges should encourage the use of successful students as role models both in the community colleges and the high schools.

Hostos Community College has established a strong peer advisement system to enable its students to prepare for the many academic and non-academic adjustments surrounding transfer. Hostos hires and trains graduates who have successfully matriculated at four-year colleges to conduct workshops on "transfer shock." Students for whom English is a second language find it particularly reassuring to learn that the alumni/ae advisors are contending successfully with actual and perceived problems relating to language, academic, and social adjustments. The small group workshops are intended to help the students negotiate the different bureaucracies at four-year colleges.

Because this peer advisement system has won high praise at Hostos, the college decided to utilize peer advisors even further by extending the program to an informal big brother system for Hostos transferees at four-year institutions. Consequently, meetings have been held and informal networks have been established by Hostos alumni at City College, Lehman College, and Hunter College—nearby four-year institutions that attract many Hostos graduates.

Several other UCC/TOP colleges have established mentor programs as well. Los Angeles Mission College has recruited ten former students attending nearby four-year colleges. The tutor/mentors receive six hours training from Mission staff in which they learn techniques for working effectively both on a one-to-one basis and in groups with Mission transfer-inclined students. Mission students are matched with a tutor/mentor based upon similarity of major.

This year students at San Diego City College initiated their own program to provide role models for inner-city high school students. Both the Council for African Students and the Hispanic Student Organization on campus, with the help of the Dean of Students Office, organized an "adopt a student" day. San Diego students participating in the program were each assigned a student from San Diego High School. Each college student agreed to meet his or her student at the high school, bring that student to the San Diego campus, and host the student for a day's visit. This included attending class, having lunch together and sharing information about college life. Then speakers discussed career and college planning. At the end of the day, the college student accompanied the high school student back to the high school. This was so successful that it has become an annual event.

7. Colleges should utilize computer technology to increase counselor efficiency in evaluating student academic progress, in determining how courses articulate at particular institutions, and in facilitating career planning decisions.

At Miami-Dade, an integrated student flow model was developed to assure that students pass through certain checkpoints before proceeding with their education. The monitoring points are managed by counselors with information supplied by computers and other support systems at the college. The progress of students is carefully monitored by members of the student services staff, and when students experience academic difficulty, their records are flagged and they are requested to undergo special intervention programs. While Miami-Dade's ongoing support services are described in recommendation 3 of chapter three, its final support system, the Advisement Graduation Information System (AGIS), illustrates how technology can assist counselor efficiency. The computer-generated AGIS report electronically realigns students' transcripts by degree requirements rather than by semesters and enables counselors to see at a glance how close students are to meeting graduation requirements. AGIS also lists the suggested and required courses for transfer based upon the most recent information provided for seventy-two different transfer programs by the nine state public universities in Florida, and four private institutions in Dade County. At a glance, counselors can determine whether the student has completed, or is currently enrolled or registered for, the requirements in a future term. Finally, AGIS generates weekly data mailers alerting students who are enrolled in a course that is not needed for their intended degree or is not required for transfer in a particular major. Students who receive this type of data mailer are referred to the campus counseling center to discuss whether an adjustment should be made in their registration.

The University of California at Irvine/Harbor Articulation Project provides Harbor counselors with microcomputer access to (1) course equivalencies, (2) requirements and deadlines for each Irvine college, (3) information about student services such as financial aid, EOP, and housing, and (4) the names of staff to contact for assistance. Other nearby community colleges are submitting articulation information and will be participating in the project. Eventually Harbor hopes that the microcomputer system will include several campuses of the California four-year system as well as private colleges in the Los Angeles area.

Program Descriptions

Bronx Community College

Bronx, New York 6,600 students

To build upon its Ford Foundation-sponsored Transfer Program initiated in 1983, Bronx Community College has established a Dual Admissions/Double Bridge Rapid Transfer Program for a selected group of 100 transfer-oriented high school juniors each year. These students want to attend a senior college but do not qualify because they do not meet established admissions criteria.

This dual admissions program enables students to be admitted simultaneously to Bronx and to the CUNY senior college of their choice. As a double bridge program, it leads to both a stopover point (the community college) and to the destination (the senior college). Student participation is governed by a contract whereby Bronx agrees to provide activities designed to prepare students for a rapid transfer to a four-year college of their choice. The students, in turn, must agree to a Student Study/Participation Contract. Bronx's program consists of a range of flexibly scheduled activities such as skills workshops and classes, computer-assisted instruction, study groups, counseling sessions, SAT preparation, and college-level coursework.

In the first year of operation 100 transfer-oriented high school juniors were recruited. Orientation sessions were conducted, and freshman skills assessment exams administered. The freshman skills assessment tests include three skills areas (reading, writing, and mathematics) and set standards that define competency to do college work. Learning to Learn, an innovative program initiated at Boston College and Roxbury Community College, is based on identifying the study skills of successful students and using these skills with students who are academically at risk. Students were taught to take notes, use textbooks, manage time, and anticipate test questions. During the academic year, Learning to Learn presentations in different academic areas were provided two days a week, two hours a day.

Based on the results of the skills assessment tests given earlier, individualized student programs were designed for a five-week summer instructional program. Each student program included a math course, an English class, and some preparation for the SAT course to be given in the fall. Library skills and counseling sessions were also provided, as well as campus-based paid job experiences. The student salaries were paid by the New York City Mayor/Chancellor Summer Job Program. In the second year of the project, students were registered for college-level courses that are transferable to the four-year college of their choice. (Some students were provided with additional activities designed to improve their reading, writing, and mathematics skills before registering them for college-level courses). The Transfer Officer also met with each student to discuss matters concerning his or her transfer to a four-year college.

Community College of Baltimore

Baltimore, Maryland
9,450 students

In fall 1984, twenty-six students were admitted to Baltimore Community College's Bridge Transfer Program, which provides both courses and support services that are completely articulated with the requirements of neighboring four-year institutions. Seven of these students have graduated and are going on to four-year colleges; four will graduate in January; four were included on the College Board Roster of Talented Minority Students; three were inducted into Phi Theta Kappa Honor Society; and three more are continuing as part-time students. Despite an attrition rate of 46 percent for the group, the students at Baltimore Community College are starting to identify the arts and science curriculum as the best preparation for their further education.

Certain patterns, however, are beginning to emerge. Increasingly, financial and family responsibilities have prompted many students to reduce their courseload. In addition, some of the recent high school graduates are experiencing difficulty in adjusting to a demanding curriculum and are thus opting to take fewer courses each semester. With an erosion in the size of the group comes the problem of sufficient numbers to justify advanced courses.

In addition to these general problems, two specific issues ought to be addressed. First, computer programs will help track Bridge Program students both individually and in aggregate groupings. For example, the college is using a recent small grant from the Ford Foundation to give students the individualized support and counseling they appear to need. Enhanced computer capability to develop the necessary aggregate data for program evaluation and planning is also required. Second, renewed commitment to develop and implement a full competency-based articulation model can significantly broaden a student's educational options.

Fully aware of the problems endemic to a bridge program, the faculty and staff at Baltimore have focused on facilitating the transition from high school to the community college and from here to the four-year college. Special attention has been paid to articulation, and agreements with the four-year institutions have been largely successful. A series of meetings and workshops with high schools on competency-bsed education and discipline-by-discipline articulation has generated excitement and promises to ease the stress of transition from high school to the Community College of Baltimore.

Community College of Philadelphia

Philadelphia, Pennsylvania 13,400 students

The Transfer Opportunities Program at the Community College of Philadelphia (TOP) was developed to revitalize the college's transfer function and to significantly improve the prospects of students for transfer to four-year institutions and for successful academic and professional careers.

The project focuses primarily on curriculum design and staff development. TOP attempts to improve the transfer prospects of students by promoting an institutional redefinition of the standards of literacy and then developing the pedagogical styles and activities that will help students achieve these standards.

The key to the success of TOP is the development and maintenance of a certain kind of intellectual community. The primary responsibility lies with the faculty. Faculty members signal to the students that education is more than remembering information from textbooks or lectures. The task confronting TOP faculty is to help students handle language in more precise, subtle, and rhetorically sensitive ways than they are used to. If students are to be prepared for successful academic careers, then their work at the community college should focus on writing, interpretation, and analysis.

A number of activities are designed to promote this collective reflection and renegotiation among faculty teaching in the program as well as other staff at the college. Staff development, in general, is designed to help faculty move from an informational to a more textual approach to their teaching.

A second component of the program is curriculum design, with programs developed for both full- and part-time students. For full-time students, TOP is a four-semester program that primarily provides the general education credits needed for any major as well as some course work in a student's major area of interest. The first, or foundational, year involves two integrated semesters, "Introduction to the Social Sciences" and an "Introduction to the Humanities." Each is a twelve-hour integrated curriculum taught by a faculty team. Each semester involves a mix of lectures, seminars, and writing groups. Other activities focusing on counseling and career planning are also included. In the second year, depending on their major area of interest, students take three interdisciplinary seminar courses and series of existing courses at the college.

TOP is also available for part-time students at the college. The foundational year experience is offered in four, six-credit "linked" courses which are designed to involve the same activities and to develop the same types of academic skills that are provided for full-time students. After students have completed these courses, they are eligible to participate in the second year of the program.

Compton Community College

Compton, California
6,500 students

The goal of the Compton Community College-Ford Foundation Scholars Program is to increase the academic success of underrepresented students transferring to the university level through an intense academic, cultural, and skills development experience. The thirty-unit curriculum includes two-semester courses in the Great Civilizations, World Literature, Political and Social History of the United States, and United States Literature, and one-semester courses in Term Paper Writing and Contemporary Astronomy. The curriculum emphasizes an interdisciplinary approach to learning.

Special features of the Scholars Program include in-depth transfer-based counseling, an ongoing peer counseling support group, a special Scholars Tutorial Program, a series of twenty-two transfer readiness workshops, and a faculty mentor component. Faculty mentors, all participating instructors in the Scholars Program, meet regularly with students, both individually and in groups to discuss readings, course material, writing, transfer issues, and major selection.

To be eligible, a student must have completed at least fifteen transferable units, including Freshman English, with a minimum grade point average of 3.0. Students must submit three letters of recommendation, one from their college counselor and two from instructors in transfer-level classes. Final selection is made after an interview with Scholars Program Faculty.

Students participating in the Scholars Program are designated as Ford fellows and are eligible for the President's Scholar Award, the UCLA Scholar's Award, and the EOP Scholars Award. All students completing a minimum of twenty-one of the required courses are certified as graduates of the Scholars Program and are so designated on their transcript.

The last, unique feature of the Compton Community College Scholars Program is the planned implementation, for 1986–87, of the High School Scholars Program, which will work closely with the Young Black Scholars Program funded by the 100 Black Men of Los Angeles. This program is specifically designed to increase the numbers of underrepresented students entering postsecondary education and includes faculty-to-faculty meetings, a Counselor Institute, College and University Information Day for Secondary Students, and a series of college information workshops.

Cuyahoga Community College-Metropolitan Campus

Cleveland, Ohio
25,700 students

Cuyahoga Community College's Urban Community College Transfer Opportunity Program addresses two major problems. First of all, the college is concerned about the low rate of transfer for its students—both those who complete a two-year degree and those who complete more than twenty-four hours at the college—to baccalaureate-granting institutions. Secondly, the college recognizes the need to have more data and information about those students who do transfer and those who express the intent to transfer but do not.

The most significant features of the college's program are: (1) building curricular linkages from high schools to Cuyahoga and then to receiving baccalaureate institutions for the purpose of assuring maximum transferability of courses; (2) building counseling and financial-aid linkages between Cuyahoga and receiving baccalaureate institutions; and (3) formalizing articulation agreements with baccalaureate institutions with particular focus on the historically black colleges as a means of minimizing "transfer shock" of minority students.

The college's program also incorporates a minority research agenda that includes examination of factors that influence the persistence and eventual success of students in achieving a baccalaureate degree and other studies that identify policies that militate against the persistence of minority students.

As part of the college's implementation plan for the program, we established a steering committee made up of representatives of the college's receiving institutions and the internal personnel responsible for the program. Subcommittees of the steering committee were responsible for each of the major components of the program: curricula, counseling, and course equivalency/transfer. The committee structure has been particularly significant to the implementation of the program, due largely to the dedication and enthusiasm of its chairman, an administrator at the University College of the University of Akron.

Highland Park Community College

Highland Park, Michigan
3,500 students

Highland Park Community College's UCC/TOP Project consists of articulation and bridge programs to four-year colleges and universities including some of the historically black colleges. Activities were designed to help students transfer with a maximum of academic credits, to provide relevant transfer information, to facilitate student familiarity with senior college campuses, and to help students acquire the knowledge and skills necessary in their potentially new environment.

The college has placed the greatest effort on enhancing a collegewide coordination of transfer program initiatives, on improving student tracking and followup, and on more effective articulation with the senior colleges. In order to help the college make the kinds of changes necessary, staff and curriculum development initiatives have been undertaken. The appointment of a transfer counselor coordinator has helped to provide students with more comprehensive and accurate information about transfer. Highland Park is also continuing to develop and improve articulation agreements with receiving senior colleges and universities through intercampus committees, and is designing a core curriculum in conjunction with Highland Park faculty. Seminars for potential transfer students have been implemented to provide students with information about the articulation process. These seminars are taught by senior college and university representatives and by Highland Park staff.

In addition, a center for counseling has been established where students have computer access to information about course equivalencies. The Michigan Association of Collegiate Registrars and Admissions Officers Articulation Agreement (MACRAO) is one of the computerized agreements available to students.

The mentor exchange program, developed with participating senior institutions, enables a potential Highland Park transfer student to be paired with a senior college student. In this way the potential transfer student becomes more familiar with the senior college environment. Visits to senior institutions within Michigan and to some historically black colleges also acquaint potential transfer students with the various campuses and help them to make a more informed decision about where they will transfer.

Honolulu Community College

Honolulu, Hawaii
5,200 students

Since its involvement with UCC/TOP in 1983, Honolulu Community College has strengthened its commitment to providing effective transfer programs by targeting the following areas for improvement: student followup and institutional research, student services, and academic preparedness.

Recently the college began to modify its data collection and analysis systems in preparation for developing a reliable student tracking system and for establishing an institutional research component. With satisfactory progress being made on the project, preliminary studies of entering, continuing, and exiting students have been initiated.

An internal program review revealed that (1) despite a well-qualified faculty and a suitably structured transfer preparatory curriculum, only a small percentage of Honolulu's liberal arts students transfer; (2) available transfer information and support services are underutilized; and (3) because many minority students do not perceive transfer as an option, they choose majors that do not require a baccalaureate degree to obtain employment. To encourage potential transfer students to explore more career/life options, a mentor program has been designed and piloted. Mentor teams, consisting of a counselor and a faculty member, meet regularly with each student assigned to them and provide information, guidance, and support. Student survey results indicate a positive impact upon the program participants. Other student services offered by the college include transfer workshops and career development courses.

The need to develop more effective communication skills among transfer students was identified during consultations with leaders from four-year institutions. In addition, placement test scores indicate that most of the college's incoming students require some form of remediation. In a major effort to remove the academic barriers experienced by minority students, Honolulu created the Learning Assistance Center which offers open entry/open exit remedial programs in reading, writing, mathematics, and English as a second language. An introductory computer skills course developed to acquaint the transfer student with microcomputers met with considerable success. Improvement in students' writing ability from using word processing appears to have been an additional benefit of the course.

Hostos Community College **Bronx, New York 3,000 students**

Hostos started its UCC/TOP project with a very basic premise about the nature of the two-year college experience and the role and effect of institutional activities, namely, that the improvement of transfer opportunities requires an integrated approach, involving and affecting all major areas of institutional activity.

Hostos first identified and developed a systematic followup of the liberal arts student. The college developed and implemented survey instruments and student databases, counselor and faculty advisor interventions, and a personalized, computerized transcript/degree requirement list that factors in needed remedial and developmental course work. In addition, a new transfer seminar provided guidance and support to liberal arts students beyond freshman orientation.

Simultaneously, with input from three senior CUNY institutions, Hostos completed course equivalency listings at each of the three colleges for every Hostos course. A task force of Hostos liberal arts department chairpersons began to grapple with questions of course transferability and to consult with colleagues at Hostos and the three senior institutions. In addition, transfer tracks were developed by area or discipline where feasible, and the college also took important steps toward the development of an honors program.

In the second stage of the project, Hostos broadened its integrated activities by adding an alumni advisor component to the college's existing peer advisor program. Alumni advisors were brought into the program to assist students in transfer decision making and in bureaucratic and "transfer shock" adjustments. The alumni advisors provided workshops and panel presentations and made themselves available—at Hostos and their home campus—for support and information throughout the year.

Hostos' primary focus, however, was to increase and deepen faculty involvement on campus in transfer issues. Thus the college sponsored a series of colloquia on transfer and articulation for chairpersons, coordinators, and other interested faculty. Distinguished speakers from outside and within the university discussed articulation, honors programs, and core curricula. A Core Curriculum Task Force addressed the issues as they relate to Hostos' liberal arts offerings.

Currently Hostos has started to take significant steps toward the goal of joint admission/joint degree agreements with selected CUNY senior colleges and have included occupational programs in health and business in its efforts. Faculty teams are reviewing selected programs at Hostos and the senior colleges to ensure program-to-program congruence. Administrative contacts have been initiated for academic matters and also with a view to collaborative orientation activities.

Houston Community College System

Houston, Texas
17,100 students

In October 1983, the Houston Community College System initiated a Transfer Opportunities Program. The purpose of the program was to provide 100 minority students with academic advisement and support service assistance in transferring into a senior institution. During the first stage of the transfer program, some specific problems were pinpointed as preventing or hampering transfer. These problems included a lack of financial resources, inadequate basic skills, insufficient information concerning transferability of courses, and no peer or family ties with a university.

The college is addressing the problem of financial need by urging counselors to assist students in completing the required financial aid forms. Such actions should avoid either a delay or denial of a financial aid award. The college also organized the Houston Community College System Foundation which provides educational scholarships for over 200 students annually.

The lack of proper basic skills and information concerning transferability of courses is presently being addressed by the counseling department through mandatory weekly orientation sessions which are required for all incoming students. During these sessions, students are assessed in the basic skills areas and are given information concerning the transferability of courses. After assessment, students are counseled and placed in developmental courses so they can improve their basic skills before pursuing regular academic courses.

Senior institutions are providing Houston with feedback on students who have enrolled in their institutions. This information includes grade point averages and a comparison between Houston and other community college students. Finally, an advisory committee composed of representatives from surrounding senior institutions and Houston staff, faculty, and alumni was organized and meets at least once each semester.

J. Sargeant Reynolds Community College

Richmond, Virginia
10,100 students

The Urban Community College Transfer Opportunities Program began at J. Sargeant Reynolds Community College in the winter of 1983 with the recruitment of potential transfer students in urban high schools and with the establishment of a support network for current community college students contemplating transfer.

A study prepared in 1980 for the State Council of Higher Education for Virginia found that only 26.8 percent of black high school seniors enroll in college preparatory curricula. With this distressing fact in mind, Reynolds began a concentrated minority recruitment effort in the Richmond City high schools' tenth grade typing classes. Typing classes were suggested by school administrators as the best place to influence students who had not contemplated entering college. Tenth grade was also chosen to allow students time to add college preparatory courses to their schedules. High school alumni who have completed community college serve as role models by discussing their own experience with the high school students.

During 1986 a total of 630 tenth-grade typing students were informed of opportunities permitting them to seek baccalaureate degrees. College preparatory courses are stressed during the in-class presentations as well as scholarships, financial aid, program requirements, and admissions procedures. Following the in-class visits, the college invites students to tour the Downtown Reynolds campus. Students also receive information about Reynolds in their junior and senior year.

At the beginning of each quarter, Reynolds alumni visit all college orientation classes and inform currently enrolled students about the advantages of transferring. To date approximately 300 students have been seen by this approach and an additional 50 students have been individually counseled by the program's coordinator.

LaGuardia Community College

Long Island City, New York
6,900 students

To ensure that all students consider transfer toward the bachelor's degree, LaGuardia Community College has developed and implemented three sets of curriculum materials that focus on career development and educational planning. In Freshman Seminar, a course taken during their first quarter at the college, students explore the concept of a career ladder and relate it to their personal and occupational goals. The cooperative educational preparatory course (Co-op Prep), which is required prior to the first internship, offers students an opportunity to examine their needs and to assess the importance of these needs in career planning. In the Cooperative Education Seminar, students research a career field and analyze the educational requirements in a given occupation.

A range of approaches precedes and parallels these curriculum materials. The Career and Transfer Resource Center offers workshops on scholarship and financial aid issues and sponsors the twice-yearly Transfer Fair which provides access to admission counselors from public and private four-year institutions. In addition to processing City University of New York (CUNY) transfer applications, the center makes available applications for and information about transfer to State University of New York (SUNY) and private colleges and universities.

LaGuardia helps students majoring in business, computer science, and liberal arts receive dual admission to Baruch and Queens Colleges respectively. The Faculty Handbook and the Alumni Handbook provide important information about specific colleges. The newly developed Transfer Information Guide, based on course-to-course evaluations and on formal articulation agreements between LaGuardia and senior colleges, provides students with detailed information on how a particular program of study transfers to a related program at a four-year college or university.

LaGuardia has developed programs with senior colleges, with the business community, and with the high schools. More than forty LaGuardia students have participated in summer institutes at Vassar College in 1985 and 1986. Collaborative ventures now include other private institutions: for example, Clark College in Atlanta, Georgia, and nearby Adelphi University, Long Island University, New York University, and St. John's University. The college also strengthened its relationship with CUNY senior colleges.

LaGuardia's decision-making curriculum will be offered through six companies in the metropolitan area to their entry-level employees beginning in fall 1986. The corporations that were selected employ a sizeable number of minority individuals. Collaboration with high schools includes the Credit Bank Program, the College Institute Program, the Mentoring Program, and College Now. In the past two years, more than 200 high school students have participated in these programs. Of those who were eligible for admission, more than two-thirds registered for college during the fall semester following graduation from high school.

Laney College

Oakland, California
12,700 students

The transfer effort at Laney College has increased dramatically in the past three years. A transfer center has been established on campus to serve as a focal point for all transfer activities. It serves as a facility to house transfer-related materials and initiates program activities that link Laney transfer students with four-year colleges and universities. Representatives from several four-year institutions are available at the Transfer Center every week to discuss majors, to evaluate transcripts, to assist students in planning course work, to schedule campus tours, to conduct workshops on transfer procedures, to provide follow-up services on application materials, and to complete applications.

Laney offers a course on transfer opportunities in addition to transfer seminars. A one unit, nine-week course on transfer opportunities is offered twice each semester and includes workshops on admissions requirements, financial aid, scholarships, study techniques, career exploration, general education/breadth requirements, and other transfer topics. A series of seminars provide transfer information to all interested students on selected topics that are critical to the transfer process.

Study groups have been designed to increase students' retention and performance rates in selected transfer-level courses (i.e., freshman English, calculus, biology, physics, chemistry, math, foreign languages, etc.)

Finally, Laney has initiated several collaborative efforts with neighboring four-year institutions. Faculty-to-faculty meetings to establish articulation agreements have begun between Laney's faculty and faculty from six departments at three local universities (University of California at Berkeley, San Francisco State University, and California State University at Hayward). Students who meet the admission requirements at Berkeley, but are not admitted, may complete their lower division work at Laney and will be able to transfer to Berkeley if they complete the appropriate courses and maintain at least a 2.4 grade point average.

Lawson State Community College

Birmingham, Alabama 1,800 students

During the past decade, as Lawson State Community College enlarged its occupational degree programs, the college experienced a 32 percent decrease in the number of transfers to four-year institutions. With the Ford Foundation's assistance during 1983–85, Lawson targeted transfer problems in a variety of ways.

Because of the need for articulation with four-year institutions, Lawson negotiated agreements in the areas of science, electronics, business education, electronic data processing, and social work technology with faculty from four diverse four-year institutions: the University of Alabama at Birmingham, University of Montevallo, Miles College, and Alabama A & M University. The agreements were placed on computer tapes and made available to students in the articulation/counseling center.

Because of the need for articulation with high schools, Lawson also initiated contact with six feeder high schools in the area: West End, Wenonah, Brighton, Parker, Carver, and Fairfield. Two workshops on articulation were offered for the high school faculty and counselors. At these meetings, students discussed some of the problems they encountered when they began college. The first session was designed for counselors and department heads in mathematics and science, while the second was planned for counselors and department heads in English and the humanities.

Discussions continued among faculty members during 1985–86, but the main emphasis was on providing services to feeder high school students. Testing and counseling high school students resulted in students taking additional high school courses, participating in Upward Bound, or receiving tutoring in math and/or English provided by Special Services. In addition, high school students visited Lawson for workshops, forums, and special events like Black History Month.

Because of the need for curriculum development, Lawson developed articulation agreements with four-year institutions. For those students who needed additional courses as a result of the articulation agreements, a special course delivery system was offered during the summer. The results of the articulation agreements are now explained to students in the orientation class. Students are also introduced to course structures pertinent to the general and specific transfer programs.

Approximately twenty of the UCC/TOP recommendations are in the process of being implemented. In addition, the first common course numbering system for Alabama will soon be initiated along with formal and binding articulation agreements between two- and four-year institutions.

Los Angeles City College

Los Angeles, California
20,500 students

With its 1985–87 grant from the Ford Foundation Urban Community College Transfer Opportunities Program, Los Angeles City College has instituted a two-tiered, core-curriculum based transfer program which stresses essay writing, critical thinking skills, and library research. The first tier, instituted in fall 1985, is the Honors Transfer Program designed for students able to maintain a GPA of 3.0 and above. The second tier, beginning in fall 1986, is the Transfer Readiness Program for students able to maintain a 2.0–2.9 GPA. The overall goal of both programs is to increase the transfer rate of low-income and minority students to four-year institutions.

Both tiers of the Los Angeles Community College Transfer Opportunities Program seek to promote the successful transfer of its sophomore students by providing (1) diagnostic testing in math, reading comprehension, and text-based essay writing; (2) individual counseling and prescriptive course placement based on evaluation of test scores, student major, and college goals; (3) core-curriculum course development focusing on reading assignments, critical essay-type assignments, and an increased emphasis on critical thinking skills; and (4) faculty development focusing on exploring methods for creating, teaching, assigning, and grading essay-type assignments, examinations, and term papers which demonstrate student critical thinking skills.

The Honors Transfer Program has maintained an enrollment of thirty-five full-time students. These students are representative of the general college population in that 48 percent qualify as underrepresented minorities. Ninety percent qualify as low income. Many of these students achieved either marginal grades in high school, felt that they were understimulated, or were dropouts. According to the responses to student questionnaires returned at the end of the fall and spring semesters, the individual assessment, academic counseling, faculty interest and attention that each student receives has proven to be a key element in their retention at the college.

A significant feature of the program is the core-curriculum of "Honors" transfer courses including English, philosophy, geology, psychology, history, art appreciation, humanities, and political science which have challenged the students intellectually. The faculty are challenged as well, as they work together to develop courses in their respective disciplines which touch on similar ideas and themes that are being discussed in the other "Honors" courses offered during the same semester. In addition, the monthly "Honors Lecture Series" provides a forum for distinguished speakers.

Los Angeles Harbor College

Wilmington, California
12,500 students

The Passport Directory Program, funded by the Ford Foundation, was created to increase the rate at which underrepresented minority students transfer to four-year colleges. The Passport Directory includes the name, address, phone number, social security number, ethnicity, major, and grade point average of students eligible for transfer and will be sent to participating four-year colleges. It is scheduled to be published in fall 1986. The directory is especially interested in blacks, Hispanics, and American Indians. There are fourteen two-year colleges and six four-year colleges currently participating in the Passport Directory Program.

The Los Angeles Harbor College/UCLA Honors Transfer Program is being offered as a cooperative effort between UCLA and Harbor. In addition to serving the large number of UCLA freshmen applicants who qualify for admission but cannot be admitted because of enrollment limitations, it also admits outstanding Los Angeles Harbor College students and graduating high school seniors who are eligible for admission into the University of California. Harbor is one of the few institutions within the UCLA service area selected to provide an honors transfer program. Students who maintain a 3.0 (or higher) grade point average in this special program will have priority admission as juniors at UCLA's College of Letters and Sciences.

Los Angeles Mission College

San Fernando, California
4,600 students

Los Angeles Mission College is attempting to identify and contact all of its potential transfer students. Letters were sent to students with thirty or more units who had indicated an interest in transferring to a four-year college encouraging them to come in for counseling. This information was gathered from a form that each new student completes before entering college. As part of their regular duties, however, counselors provide transfer services to all students. One counselor serves as the contact transfer officer to oversee all transfer activities and act as liaison between the four-year institutions and Mission.

Mission has continued its productive collaboration with both the universities and secondary schools. Representatives from California State University at Northridge and UCLA have been available once a week to provide current information about admissions procedures. In addition, each Mission counselor has been assigned to visit a local feeder high school to encourage students to begin a four-year course of study at the community college.

In cooperation with Harbor College, with special funding provided by the Ford Foundation, Mission College is participating in the publication of the Passport Directory. All minority students completing twenty-five or more units with a 2.0 or better average are being contacted by letter. The participating colleges are asking permission to list their names, addresses, home numbers, majors, etc. in the Passport Directory, which then will be sent to selected four-year colleges who have already agreed to actively recruit these students.

Miami-Dade Community College-North Campus

Miami, Florida 37,000 students

The Miami-Dade Community College Transfer Opportunity Program (TOP), located at the North Campus, serves students from high school through transfer to four-year colleges.

Miami's Ford Foundation Interns, 300 twelfth graders from six feeder high schools, participate in a variety of educational and cultural workshops emphasizing transfer information. Two hundred first-time enrollees at Miami-Dade also participate in a specially designed set of activities, courses, and support services. Finally, Miami-Dade is tracking its graduates who are enrolled at the upper level institutions. The range of institutional efforts that TOP has developed indicates that improving transfer requires a systemwide strategy involving a complete range of academic as well as student service interventions.

The range of state legislative mandates designed to improve academic standards and accountability—College Prep and CLAST (College Level Academic Skills Test), for example—impact so directly on the rate and viability of minority transfer that TOP has concentrated on a variety of academic supports designed to help potential transfer students improve their academic skills. For example, mentoring and peer support programs have been developed through the Challenge Center (a special program for minority students), and a new college survival course includes a strong mentoring component.

Curriculum development is enhanced by DACUM (see recommendation 7 in chapter four). In the DACUM process, practitioners are asked to delineate the competencies needed for their profession. DACUM is being successfully adapted to this project. It yields a chart containing the affective and cognitive competencies of successful transfer students. DACUM assists curriculum development by not only identifying general areas of competence, but by specifying the required skills in each area. A series of cognitive and affective interventions are designed based on the competencies that are agreed upon. The college also offers a special transfer course that presents both general information and specifics about each Florida upper-division institution to potential transfer students.

Miami-Dade's commitment to institutional research has produced the capacity for comprehensive and focused studies that provide information on a wide range of student characteristics and academic achievement. This research capacity allows targeted investigation of the factors affecting transfer and has also provided a sophisticated evaluation design for TOP which permits systematic tracking, followup, and intervention with potential transfer students. This design encourages regular evaluation and feedback and is useful in shaping TOP interventions.

Roxbury Community College

Boston, Massachusetts
725 students

The Transfer Opportunities Program at Roxbury Community College is multifaceted. Since it began in late 1984, the program has focused on strengthening existing programs and services at the college to improve transfer. Such resources include counseling, existing transfer relationships, and faculty interaction with counterparts at four-year institutions. Other contributions made by the program include research on student transfer patterns, summer programs for pretransfer students, and publication of course equivalency and transfer guides to major transfer institutions.

Three other program initiatives deserve to be highlighted. The first of these is the special attention Roxbury has given to curricular improvement to better prepare students academically for transfer. One activity has been a two-year study by the faculty on how to restructure the developmental education program for underprepared students. The result of these deliberations will be a pilot Community Scholars Program (CSP) to begin in spring 1987. In the CSP, an interdisciplinary faculty team will teach content around a "theme" relevant to the students' lives to students with developmental skills levels in math, reading, and writing. New assessment instruments and followup will evaluate the effectiveness of this approach. Roxbury also trained general education instructors in the "Teaching from Strengths" approach, a technique that helps instructors become ethnographers of their teaching approaches in order to learn new ways of helping culturally diverse students achieve their full potential.

In a college-rich setting such as Boston, students are practically overwhelmed by the choices available to them. With this in mind, the operating concept of Roxbury's program has become goal-based transfer. Instead of offering students information about transfer institutions first, and program information second, students are helped to define their program of interest first, and then are guided in choosing among the colleges that offer the "best" in these areas.

Finally, Roxbury attempts to reduce "transfer shock" by offering students the opportunity to cross-register for courses in their chosen four-year institution while still enrolled at Roxbury. The college has negotiated articulation agreements that include cross-registration with neighboring independent institutions such as Wentworth Institute of Technology and the Massachusetts College of Pharmacy. Roxbury also resurrected a cross-registration agreement among area public institutions that allows students to take courses not available at Roxbury. Preliminary results of these arrangements indicate that students who cross-register prior to transfer maintain higher grades than those not cross-registering. This experience also allows students to gain self-confidence about their ability to handle the work at the transfer institutions while still enjoying the supportive atmosphere of Roxbury.

Sacramento City College

Sacramento, California
13,600 students

Sacramento City College's Transfer Opportunities Program (TOP) project for 1985–87 focuses on strengthening counseling and student support services for students desiring to transfer, improving faculty involvement and commitment, undertaking extensive research, and expanding the Junior High School Visitation Program. An Early Start Program (ESP) from eighth grade through the freshman year in college is sponsored by Sacramento City College, the Sacramento City Unified School District, the Urban League, and various private businesses such as Sacramento's professional basketball team, the Kings.

In Phase I of the project, the college appointed an advisory committee. Later, it decided to continue and expand the committee to include former Ford project participants who are attending either University of California at Davis (UCD) or California State University at Sacramento (CSUS), and faculty and counselors not directly associated with the project. Two project leaders were selected, one a Hispanic staff member and the second a black counselor. Although students are identified for the project through a database, a brochure was developed and sent to all Sacramento staff describing the program so that they can help recruit eligible students who may be missed.

Participants in the program are given priority registration dates and times. Project students will be eligible to enroll, tuition free, in at least one course at UCD and CSUS. Plans are currently underway to have a four-year professor offer a course at Sacramento that can be used at the four-year university when the TOP students transfer. The course, "Preparation for Transfer," is presently being offered at the college. Former Ford students, particularly those currently enrolled at a four-year university, are hired as tutors. The course includes visits to UCD and CSUS to familiarize students with the four-year campuses in addition to helping students with career and goal exploration. Project students also attend two Saturday sessions per semester which include academic advising and presentations by admissions and financial aid personnel from four-year schools. Students from the universities are also present. The primary goal of these workshops is to reduce "transfer shock."

Sacramento is also continuing research that will enable the college to assess the effectiveness of its transfer program. Transcript information will be added to the database, which will enable Sacramento to retrieve follow-up information on students according to their social security numbers.

San Diego City College

San Diego, California
15,100 students

In 1983, San Diego City College was perceived as a low-income, minority vocational school. The institutional energy was not focused toward transfer; 40 percent of the students stated at entry that they intended to transfer, but only three percent were reported as doing so.

At the beginning of the project, San Diego administered the Pace and Astin Surveys and obtained a profile of its transfer student: an Hispanic or black, 24-year-old female with a 2.6 GPA who expects to go to San Diego State University in Business or Data Processing. San Diego also implemented the President's Scholars program to provide capable students with an opportunity to register for up to six units of individualized study.

In year three, San Diego, recognizing the importance of reaching students as early as possible, developed programs with the local high schools. In one such program, high school counselors identify tenth graders who are potential community college students. San Diego then provides these students with information and counseling. Another program, the Academy for Achievers Summer Program, offers transfer-level college classes to high school juniors and seniors. Theater, music, debate, semantics, math, and astronomy were offered during the first summer. In both cases the San Diego Unified District has been extremely cooperative.

The college is also working closely with four-year institutions. The University of California's Educational Opportunity Program (EOPS) has doubled the time available to City students, while San Diego State University has increased its service to our campus through the Outreach and EOPS programs. San Diego City, EOPS, and San Diego State each pay for a portion of two counselors who are responsible for the Excel program, a special program that serves low-income, minority, high-risk students. Those who have no more than five units are Excel I; 30 or more units will enroll in Excel II. Both Excel I and II include special English, math, political science, and sociology classes; a study group; and a personal growth course.

For the past four semesters, the English and math departments at San Diego City College and San Diego State University have collaborated in teaching Freshman English and math at San Diego State University. These classes, successfully completed, meet the English and math requirements for admission to the university and are open to students from both campuses. They are taught by faculty from both colleges who jointly agree on grading standards.

South Mountain Community College

Phoenix, Arizona 1,100 students

South Mountain Community College's Transfer Opportunities Program has been built around three basic components: the College Orientation Program, the Mentor Program, and the University Orientation Program. The intention was that these three components would act as a pipeline, providing students with support from the beginning of their college careers through their successful transfer to a four-year college or university. While the majority of students currently participate in one or two components, South Mountain anticipates that as the program gets older, there will be more students who participate in all three phases.

The College Orientation Program is based on a one-credit course called Orientation for Student Development and is offered to new South Mountain students who have been placed in transfer-level courses, as well as to students who are making the transition from basic skills to transfer-level courses. The course includes study skills and test-taking skills, time and stress management, introduction to the library and the campus computer lab, and presentations by key campus personnel from financial aid and the career center. Students are encouraged to develop a supportive network among themselves that they can rely on after the orientation. A three-four day college orientation is also offered to seniors from several local high schools.

The Mentor Program matches students in their third or fourth semesters with a mentor from the college staff. The mentor's responsibilities are to help students resolve any academic problems they may be having at the community college, to help them plan their academic careers both at the community college and beyond, and to introduce them to professionals in the community. Students and mentors review their goals three times during the program's duration. The primary goal of this phase of the program is to provide students, most of whom are first generation college students, with the support that is usually provided to second and third generation college students by their families. The Mentor Program is associated with a one-credit course called Logic for Writers. The course is designed to prepare students for the writing demands that will be placed on them at a four-year college or university.

The University Orientation Program is designed to assist students who are already in the process of transferring to a four-year college or university. This segment of the program is associated with a three-credit course offered by Arizona State University called University Adjustment and Survival. The primary goal of this segment is to provide students with the support and information necessary for them to be retained at the university after transfer.

State Community College

East St. Louis, Illinois
1,700 students

State Community College's Transfer Opportunities Program was initiated during 1983-84 to ease the transition of transfer students to Southern Illinois University (SIU) and to improve the articulation between the two programs. Formal articulation continues between State and SIU and other neighboring four-year institutions.

Currently State is implementing a tracking/follow-up system that includes information about students' progress from high school through the community college until students achieve their stated goals. These goals include the completion of formal degree or certificate requirements or being placed in an appropriate job.

In addition, all project participants are required to take part in an internship program. An honor society of Ford Fellows continues, and the Office of Career Planning and Placement now includes a resource library with videotaped class lectures of instructors at SIU and of interviews with administrators faculty, and students. State has also developed and is in the process of updating a Transfer Handbook for students and an Advisement/Articulation Guide that is useful to faculty and staff who advise students about transfer.

State is now using the ASSET test for placement of students in math and English. Reports are sent to the high schools providing them with information about their graduates' reading, math, and writing skills levels, as well as their academic progress while at State, and their intent to transfer. Since institutional research has become a priority for the college, State has just hired an individual to oversee institutional research activities.

West Los Angeles College

Culver City, California
11,100 students

The West Los Angeles College program has changed both form and emphasis over the three phases that have been funded by the Ford Foundation. The original phase was intended to encourage minority and disadvantaged students to begin college and then to aid them in completing the baccalaureate degree. A primary emphasis was on overcoming the "transfer shock" of the unsophisticated students as they moved from high school to community college and then to the large four-year university. The program had three main aspects: identification of "transfer potential" in high school or entering community college students, a mentoring program where successful upper-level students were assigned to program students on a one-to-one basis, and visits to university campuses that included student panel discussions.

The second phase was a more limited version of phase one with emphasis on new community college students. In both phases the mentoring program and the panel discussions were the most successful aspects of the program.

The third phase, still in progress, concentrates on follow-up studies of students to determine some of the variables in collegiate programs that have substantial impact on student success. Information on incoming students is obtained from the assessment for placement of new students in reading, writing, and mathematics. From this information three groups of students are identified: those intending to transfer and who place in college-level English; those intending to transfer but who place in English or reading classes lower than college level; and ESL students who have indicated transfer hopes. Through detailed questionnaires followed by in-depth personal interviews over the two-year period, West Los Angeles hopes to identify the programs having the greatest impact on students and the problems, personal situations, and characteristics that affect their eventual success. The college intends to continue the program for an additional two years to follow the groups into the university and through the baccalaureate degree.

Afterword

**Alison Bernstein, Program Officer,
The Ford Foundation**

This book reports on efforts to increase transfer opportunities for minority and low-income students at nearly two dozen urban community colleges throughout the country. It contains a series of recommendations developed and endorsed by those faculty members, counselors, and administrators who, over the past two years, have had principal responsibility for projects designed to improve their campus' effectiveness in performing the transfer function. The report is a marked exception to the contemporary literature on the decline of the transfer function, for it is neither a diatribe charging that community colleges have failed in their mission to provide access to higher education for disadvantaged and minority students, nor is it a traditional defense of community colleges and their need to serve many diverse functions, not merely the collegiate one. It is neither hortatory nor apologetic. Instead, the authors attempt to take practical experiences in implementing special efforts to increase transfer and translate them into useful recommendations for others.

Like all reports or commission studies which are the product of several authors and perspectives, this report has sought to achieve a consensus regarding the crucial elements that enhance student transfer. The search for consensus has meant that all thirty-four recommendations are given equal weight. In other words, a recommendation that "key administrators and faculty from two- and four-year colleges should meet periodically to discuss curriculum, teaching strategies, and outcomes" is as important as a subsequent recommendation that "exit testing should be instituted at community colleges to demonstrate clear standards of literacy." To some, the first recommendation falls into the category of "nice to do," while the second is something that all community colleges "need to do" for their students. Moreover, in the search for consensus, the authors have framed their recommendations in the "ought and should"

tense, as opposed to the "must" tense. Understandably, it is difficult to get agreement on what must be done from two dozen individuals representing institutions as diverse as Roxbury Community College with less than 1,000 students in a discrete Boston neighborhood and Miami-Dade Community College with 36,000 students in greater Miami.

Given this search for consensus, it is rather understandable that most recommendations appear to be so obvious, even in some cases, mundane. Who could take issue with the need for a community college to maintain and analyze, semester by semester, data regarding student progress? Or, who would object to the use of successful students as role models both in the community colleges and the high schools? Taken together, the recommendations do not break new ground or offer a provocative new approach to community college education. Therefore, I would be startled if this report were to prove controversial. But if it is not a controversial document, this report still contributes to increasing transfer opportunities in three crucial ways.

First, the report contributes *practical* knowledge about ways to improve transfer opportunities. Unlike typical national commissions that are composed of prominent chief executive officers from the worlds of education, business, and government, this report is the product of a group of practitioners. They are not the generals, but rather the men and women in the trenches. As a result, they have a different perspective regarding the nature of change in large bureaucratic institutions. They know how slow the system really is, and that lasting reform is difficult to achieve. For example, they understand that community colleges have prided themselves on an egalitarian philosophy which invites all students to enroll in any course regardless of their previous levels of educational attainment. The last thing that community colleges want to be accused of is discriminating against students on the basis of their past educational experiences. But, as the report suggests, discriminating against students is not the same thing as discriminating among them. Recommendations such as mandatory placement of students according to their ability and achievement, and making a more demanding curriculum available for certain selected students may sound commonplace to individuals outside the community college sector, but coming from practitioners within these institutions, they are marked departures from business as usual. Because the report was developed by practitioners, its suggestions are at once practical and far-reaching. They are practical because many have been already implemented at community colleges nationwide, and they are far-reaching because they are focused on changing community colleges' rather monolithic approach to serving their diverse student populations. While many recommendations imply fundamental changes in the ways community colleges educate as well as train students, I doubt that the report will be dismissed as too ambitious or unrealistic.

Accompanying its practicality is the fact that the report specifically addresses those changes that campus-based faculty, counselors, and administrators can make. It does not blame decreasing transfer rates on ill-conceived statewide policies and systemwide rigidities, though these are factors which

must surely be taken into account. Instead, the report makes a contribution by placing major responsibility for improvement on campus-based decision makers. By addressing themselves to their colleagues throughout the country, the report's authors have signaled their belief that much more can be done and should be done by individuals working in discrete institutions. There is no conspiracy theory at work here which dictates that community colleges are simply the instruments of higher forces. We can make choices either to emphasize transfer opportunities for students or ignore them. And, these choices are not made by community college personnel alone. Individuals at urban high schools and four-year colleges have transfer responsibilities as well. The report, therefore, differs from other efforts of this type because it was written by practitioners who believe that they and their colleagues have not done enough to increase transfer opportunities for their students. This is not a critique written by a university-based researcher, nor is it a policy statement designed to attract more funding for transfer projects issued by a legislative staff member. The report has a different kind of authority because its recommendations for campus-based change emerge out of real situations. As a result, I think that it is more likely to be taken seriously by community college faculty and administrators than other more research-oriented documents.

Finally, the most encouraging dimension of the report is its emphasis on improving the academic environment of community colleges. The report insists that we ask more of students, faculty, and institutional leaders. I interpret this to mean that community colleges should expect high levels of academic achievement from all their students, that faculty should challenge better students, and that academic standards for graduation should be clearly articulated. If these commitments are made and appropriate steps are taken, two-year students can be sufficiently prepared for the academic environment they are likely to encounter at four-year colleges.

The recommendations in chapter four which pertain to academic issues reinforce the point that a good transfer program entails more than the availability of counseling and the implementation of transfer agreements that guarantee the acceptance of community college credit at a senior college. While these other two elements—support services and articulation policies—are necessary, they are not a sufficient response to student needs. Research suggests that the average community college freshman is reading at an eighth grade level. The presence of dedicated counselors and administrative procedures are not a substitute for college level skills. The report's concern that community college students should possess college level skills comes at a crucial juncture in the evolution of these institutions. Nearly half of all college freshmen enroll in community colleges, and of these students, a disproportionately large number come from minority and low-income backgrounds.

Community colleges must begin to close, not widen the gap between their students' educational attainments and the educational levels of more advantaged college-going populations. Unless this is done, community colleges will increasingly be perceived as neither colleges nor performing a real educa-

tional service to their respective communities. Already, some critics have charged that the academic differences between community colleges and trade/technical schools have all but disappeared. And, some note that trade and strictly vocational schools have an even better record of placing students in jobs after graduation. If this is the case, community colleges must do more than assert their college standing. They must be able to demonstrate effectiveness by commonly agreed upon academic standards. I can think of no better measurement of the collegiate standing of community colleges than the emphasis they place and the effort they make on behalf of transfer-oriented students. With over two-thirds of all community college students indicating a desire to complete a baccalaureate, this is a formidable task. The UCC/TOP report provides a variety of useful, practical recommendations to those community college faculty and administrators who are willing to take it on.